

**Learning Outcomes based Curriculum Framework  
(LOCF)  
for  
Postgraduate Programme in Human Rights  
2019**



**UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI – 110 002**

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## **PREAMBLE**

The University Grants Commission, -- having considered learning outcome as an important aspect of the right to quality education, and committed to improve the outcomes for the students so that they may secure access to employment/self-employment or engage themselves in pursuit of higher education, -- gives a mandate to the Expert Committee to prepare Learning Outcomes based Curriculum Framework (LOCF) for the Postgraduate Education in Human Rights as subject specific.

The focus on LOCF represents a major shift in curriculum from educational inputs and time allocation towards one that emphasizes the desired results of the programme of study. It is to help universities and colleges to develop their own teaching and learning programmes according to their circumstances, ethos and the needs of their students, and to judge the efficacy of their pedagogies by the outcomes students achieve. It provides further a space for institutions to review their performance and plan for development. Particular attention is given to the importance of maintaining a holistic view of curriculum to integrate knowledge, skills and values in the entire learning process.

The LOCF envisages that students not only know, understand and value what they learn but also acquire the necessary skills as outcome. Its basic object is to provide a structure around which Universities and Colleges can build educational programmes that ensure students achieve agreed outcomes. It is intended to give flexibility and ownership over curriculum in a dynamic and rapidly changing world environment.

## 2. LEARNING OUTCOMES BASED APPROACH TO CURRICULUM PLANNING

11. An outcome approach identifies what students should emphasize on ensuring that they would achieve. It shifts way from an emphasis on what is to be taught and how and when to focus on what is actually learnt by each student. This outcomes-focused approach provides more flexibility to enable teachers to develop different learning and teaching pedagogy to help students to achieve that outcomes. The universities and colleges will respond to their own ethos or that of their own system, the need of their community and the situations of their students by pursuing the common outcomes and by developing such outcomes that match the specific needs of the students.
12. The basic role of the LOCF is the development of student's enjoyment and excellence in learning. It is founded the following principles:
  - (a) *Prospect of Curriculum*: The LOCF, which is dynamic, includes all the learning experiences provided for the student. It encompasses the learning environment, teaching methods, the systems of assessment, the ethos of the institution and the ways in which students and faculty would behave with one another with particular attention to congruence between the various dimensions of curriculum.
  - (b) *Affirmation of Core Values*: While there is different conditions in pluralistic society, there is also a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment.
  - (c) *Assimilation, Broadness and Balance*: Effective education enables students to make connections between ideas, people and things and to relate local, national and global events and phenomena. It encourages students to see different forms of knowledge as related and forming part of a larger whole. They would experience interconnectedness to make sense of their own lives and of the world.

**Note: Page 01 to 04 include introduction/foreword etc.**

- (d) *Pliability*: It will be responsive to social and technological change and will meet student's needs arising from that change process. It will encourage effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education.
- (e) *Inclusion*: The LOCF is designed to provide inclusivity to all groups of students, irrespective of educational setting, with access to a wide range of knowledge, skills and values. It recognises and accommodates the different starting points, and previous experiences of individual students.
- (f) *Developmental approach*: Students will develop and learn in different ways, constructing new knowledge and understanding different ways, linking their learning to their previous experiences. The developmental approach of the LOCF would accommodate these needs and provides students a clear direction of learning, and through appropriate assessment of how students are progressing.

## **2.1 Nature and Extent of LLM in Human Rights/LLM in Human Rights and Duties Education/MA in Human Rights Programme**

13. Master's Degree is the well recognized postgraduate qualification in higher education. The contents of this degree are determined in terms of knowledge and understanding, expertise and skills that a student intends to acquire. Often it does not come within the traditional boundaries recognizable at previous academic levels of study; it is specialised and close to the boundaries of current knowledge.
14. Master's Degree programmes attract entrants with a bachelor's degree with honors or equivalent, or experience that may or may not be directly relevant to the particular profession. Thus LLM and MA Degrees in Human Rights, and LLM in Human Rights and Duties Education aim to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.
15. Qualification descriptors for these Postgraduate Education reflect in-depth and advanced knowledge and understanding of their subjects enriched by scholarship, research and current practice. These include critical awareness of contemporary issues and developments; critical

skills, knowledge of professional responsibility, integrity and ethos. Thus qualification descriptor sets out the broad level of skills and competencies that Master's students are expected to achieve. They include generic information about what all holders of the qualification are able to do, and the qualities and skills that they have. These reflect student's different aspirations, motivations, learning needs and personal circumstances. Programmes assess not only academic skills but also other skills and attributes including what any professional body requires, recognises and accredits the award of Master's Degrees.

16. The characteristics associated with the specialised study such as LLM in Human Rights/LLM in Human Rights and Duties Education / MA in Human Rights programmes are predominantly composed of structured learning opportunities. These programmes are devoted to research project, leading to dissertation. Training in research methodology is involved in this programme of study. Students are likely to be further characterized by their ability to study independently, and to use a range of research methods and techniques applicable to advance scholarship in the subject. The ability to complete a research in the subject includes a critical review of existing literatures or other scholarly outputs. They are able to apply research and critical perspective to professional situations both practical and theoretical.

## **2.2 Aims of Master's Degree Programme in Human Rights**

17. It aims to provide student's with a rigorous and integrated academic study of human rights law, principles and practices recognizing the strong interrelationship and dependencies of the elements. Students who complete the Master's Degree Course in Human Rights successfully should:
  - (a) acquire an understanding of the principles and institutions of human rights law including their origins, assumptions, contents, limits and potential;
  - (b) acquire an improved ability to think analytically about the implementation and development of human rights law and to apply this knowledge in their professional and national settings;
  - (c) acquire an improved ability to conduct research on human rights;

- (d) institutionalise framework for cross-national professional collaboration and the exchange of information;
- (e) deal constructively and in an orderly way with politically and legally complex issues, even when information on them is incomplete;
- (f) communicate their conclusions clearly;
- (g) demonstrate self-direction and originality in tackling and solving problems, and in collecting and commenting on complex information;
- (h) indicate ways of extending human rights practice and apply human rights theory to quickly evolving situations.



### **3. POSTGRADUATE ATTRIBUTES IN HUMAN RIGHTS**

18. The postgraduate attributes in Human Rights involve skills expected to be gained by a student through studies that support in sharpening competence for augmenting contemporary knowledge base, acquiring new learning and skills, identifying with future studies, engaging well in a preferred career and performing a positive role as enlightened citizen in the society. The characteristic, profundity and magnitude of the learning experiences made available to the students support them to unfold the quality attributes in the following manner:

#### **1. Disciplinary Knowledge:**

19. Aptitude to manifest wide and extensive knowledge in the field of study and comprehension of one or more disciplines constitute part of postgraduate attributes including how other disciplines relate to the field of knowledge. An international perspective in the area of study also gives a wider learning of the subject. In the specialised course on Human Rights, the constant review and renewal of subject and courses assure coverage of recent developments. Quality education and training build a condition in which learning is exchanged, critically evaluated and used in contemporary situations with the aptitude to review, examine and integrate and utilize actual learning in the appropriate field.

#### **2. Communication Skill:**

20. Classroom discussion and formal presentations render a suitable opportunity to sharpen oral communication and written assessment skills. They create ability to manifest ideas and thoughts in writing and orally to communicate confidently their viewpoints. By expressing adeptness to listen meticulously, they can read and write logically as well as give obscure information in explicit and succinct manner. With practice as a part of interdisciplinary team, students become able to choose and employ the proper form and methods of communication.

#### **3. Critical Thinking:**

21. The ability to apply critical reasoning to issues through independent thought and informed judgment are important postgraduate attributes integrating information from a wide range of sources. The postgraduates are able to apply analytical thought to body of knowledge and critically evaluate ideas, arguments, claims, beliefs on the basis of empirical evidence from

open-ended and reasoned perspectives. They become able to identify relevant assumptions or implications and formulate coherent arguments.

#### **4. Research Related Skills:**

22. Research papers and other research tasks are expected to develop a degree of creativity, originality and discovery that benefits a postgraduate programme of the highest quality and to which students are encouraged. An ability is developed to undertake supervised research, including the design and conduct of investigations in a systematic, critical manner. Identification of appropriate problem and research questions, a critical analysis of the literatures, data analysis by using software and ICT, drawing logical conclusion are integral part of research skills. Postgraduate programme in Human Rights are designed to enhance skills in legal research and analysis, which are tested in all forms of assessment. All postgraduates demonstrate, through subject assessment, their ability to develop substantial research-based scholarship. Research related skill involves a sense of inquiry and capability for asking relevant questions, defining problems, articulation, ability to recognise cause and effect relationship, formulate hypothesis, and to report the result of experiment or investigation.

#### **5. Self-Directed Learning:**

23. The demanding nature of postgraduate attributes requires effective time-management and an ability to work independently. The rigour of programmes ensure that all postgraduates have developed the ability to work with relative autonomy which provides a foundation for future leadership roles. Ability to work and learn independently and effectively leads to generating innovative ideas in the changing environment to investigate problems and to have creative solution. Self learning and application of competence in exploring also help in solving non-familiar problems. This leads to application of one's learning to real life situation and critical sensibility to lived experiences. Well-developed problem-solving abilities also contribute to flexibility of approach.

#### **6. Ethical and Social Understanding:**

24. Profound respect for truth and intellectual integrity including the ethics of scholarship add to the ability to embrace values in conducting one's life and in formulating position about ethical

problems from multiple perspectives appreciating environmental and sustainability issues. This postgraduate attribute fosters understanding of social and ethical responsibility and ability to apply ethical standards in order to attain unbiased and truthful actions in all aspects of life. It also involves appreciation of the philosophical and social contexts of a discipline with knowledge of other cultures and appreciation of cultural diversity.

## **7. Quality of Team Work:**

25. Team work, as postgraduate attributes, creates capacity to value and work effectively and respectfully with diverse team and to facilitate coordinated effort for a common cause. It involves training in mapping out tasks of a team, setting directions and formulating an inspiring vision.

## 4. QUALIFICATION DESCRIPTORS

26. The qualification descriptors indicate both disciplinary knowledge and understanding as well as generic skills, including global competencies, that all students in postgraduate programmes of study for the award of qualification of MA Degree in Human Rights/LLM Degree in Human Rights/LLM Degree in Human Rights and Duties Education should demonstrate.
27. The Students who complete the course successfully for the Master's Degree in the subject, acquire an understanding of the principles and institutions of human rights law, including their origin, assumptions, contents, limits and potentials. The qualification descriptors reflect an improved ability to think analytically about the concept and implementation and development of human rights law and to apply this body of law in their own professional and national settings. These descriptors also describe an improved ability to conduct research on human rights law in the institutional framework for national or cross-national professional collaboration and the exchange of information.
28. Postgraduates will have
  - (i) an advanced and integrated knowledge of international and domestic legal and institutional frameworks for the protection and promotion of human rights;
  - (ii) an advanced appreciation of the relationship between law, politics and society, at the international and domestic levels, in the field of human rights law; and
  - (iii) the cognitive and technical skills to independently examine and critically evaluate current issues by reference to international and domestic human rights standard. Further, the postgraduates will also be able to
    - (a) understand and critically examine the interrelationship between international, regional and domestic histories, philosophies, policies and practices of human rights law;
    - (b) engage as informed and open-minded participant in debates about the contested universality of human rights and its application in diverse domestic jurisdictions;

- (c) make a sophisticated assessment of the practical effectiveness of different mechanisms for implementing or enforcing human rights, including domestic courts, national human rights institutions, human rights treaty bodies, international institutions, specialized agencies and non-governmental organizations;
  - (d) analyze, interpret and assess the challenges posed to the implementation of human rights obligations in the context of globalization, particularly the increased threat to human rights presented by non-state actors and efforts to develop and strengthen accountability and other mechanisms; and
  - (e) demonstrate autonomy, expert judgment and responsibility as advocate in the field of human rights law.
29. The students who complete the postgraduate programme of study will be awarded a Master's Degree in Human Rights in Law/Arts discipline. Some of the qualification descriptors a postgraduate will be capable to demonstrate on completion of Master level programme will include the following:
- (1) systematic, extensive, coherent knowledge and understanding of human rights study as a whole with its links to related disciplinary areas; critical comprehension of theories, principles and concepts; and understanding of emerging issues in human rights law;
  - (2) procedural knowledge related to the study of human rights, including research and development;
  - (3) skills in one's specialization and contemporary developments in human rights study, including critical understanding of latest developments in human rights law;
  - (4) comprehensive knowledge about current research and skills for identifying problem relating to human rights study; analysis and interpretation of data using methodologies for formulating evidence based solutions and argument; and skill for critical assessment of wide range of ideas and complex problems relating to human rights study;
  - (5) application of disciplinary knowledge and skills to unfamiliar context with ability to analyse issues and seek solution to real-life problem; and
  - (6) human rights related skills to job trades and employment opportunities.

## **5. PROGRAMME LEARNING OUTCOMES IN HUMAN RIGHTS COURSE**

30. Programme Learning Outcomes in Human Rights course include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of LLM/MA Degree in Human Rights qualification. It is to develop expertise to:
- (a) explore the conditions and dimensions of empowering and transformative learning processes;
  - (b) provide an advanced qualification for students wanting to better understand the nature of international human rights in the face of global political, economic, social, legal, ethical and environmental challenges;
  - (c) describe and critique the differing approaches, perspectives, and models of human rights and how they impact the ways in which human rights education is carried out in diverse settings;
  - (d) design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about human rights issues;
  - (e) drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address human rights violations;
  - (f) analyze the gap between universal rights and grassroots realities in local, regional and global contexts with attention to issues of power, privilege, and marginalization;
  - (g) identify diverse methodological tools and skills needed to conduct ethical research;
  - (h) synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis and field-based research projects;
  - (i) provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation.

- (j) provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges;
- (k) ensure comparability of learning levels and academic standard across universities.
- (l) focus on knowledge and skill for further study, empowerment and citizenship; and

## **Index for Program Learning Outcome Tables**

### **Two Year Four Semester LLM Programme in Human Rights and Duties Education**

Table No. 1 (a)	Core Papers	Academic Competence
Table No. 1 (b)	Core Papers	Personal and Behavioral Competence
Table No. 1 (c)	Core Papers	Social Competence
Table No. 1 (d)	Elective Papers	Academic Competence
Table No. 1 (e)	Elective Papers	Personal and Behavioral Competence
Table No. 1 (f)	Elective Papers	Social Competence
Table No. 1 (g)	Skill Enhancement Course	Academic Competence
Table No. 1 (h)	Skill Enhancement Course	Personal and Behavioral Competence
Table No. 1 (i)	Skill Enhancement Course	Social Competence

### **Two Year Four Semester LLM Programme**

Table No. 2 (a)	Core Papers	Academic Competence
Table No. 2 (b)	Core Papers	Personal and Behavioral Competence
Table No. 2 (c)	Core Papers	Social Competence
Table No. 2 (d)	Elective Papers	Academic Competence
Table No. 2 (e)	Elective Papers	Personal and Behavioral Competence
Table No. 2 (f)	Elective Papers	Social Competence
Table No. 2 (g)	Skill Enhancement Course	Academic Competence
Table No. 2 (h)	Skill Enhancement Course	Personal and Behavioral Competence
Table No. 2 (i)	Skill Enhancement Course	Social Competence



### **Trimester One Year LLM Programme**

Table No. 3 (a)	Core Papers	Academic Competence
Table No. 3 (b)	Core Papers	Personal and Behavioral Competence
Table No. 3 (c)	Core Papers	Social Competence
Table No. 3 (d)	Elective Papers	Academic Competence
Table No. 3 (e)	Elective Papers	Personal and Behavioral Competence
Table No. 3 (f)	Elective Papers	Social Competence
Table No. 3 (g)	Skill Enhancement Course	Academic Competence
Table No. 3 (h)	Skill Enhancement Course	Personal and Behavioral Competence
Table No. 3 (i)	Skill Enhancement Course	Social Competence

### **Two Year Four Semester MA in Human Rights**

Table No. 3 (a)	Core Papers	Academic Competence
Table No. 3 (b)	Core Papers	Personal and Behavioral Competence
Table No. 3 (c)	Core Papers	Social Competence
Table No. 3 (d)	Elective Papers	Academic Competence
Table No. 3 (e)	Elective Papers	Personal and Behavioral Competence
Table No. 3 (f)	Elective Papers	Social Competence
Table No. 3 (g)	Skill Enhancement Course	Academic Competence
Table No. 3 (h)	Skill Enhancement Course	Personal and Behavioral Competence
Table No. 3 (i)	Skill Enhancement Course	Social Competence

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (a)**

Programme outcomes	CORE PAPERS			
	Human Rights and Duties Jurisprudence	Human Duties Responsibilities and its Effectuation	Research Methodology and Legal Writing	Dissertation
<b>Academic Competence (1.1 to 1.8)</b>				
1.1 Advance knowledge and understanding of subject	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√
1.4 Application to human rights problems	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	
1.6 Constant review and renewal of subject	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√
1.8 Application of a range of research method	√	√	√	√
1.9 Ability to conduct research on human rights			√	√
1.10 Comprehension of one or more discipline	√	√	√	√

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (b)**

Programme outcomes	CORE PAPERS			
	Human Rights and Duties Jurisprudence	Human Duties Responsibilities and its Effectuation	Research Methodology and Legal Writing	Dissertation
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>				
2.1 Self-directed learning	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	
2.4 Conversational Competence and Communication skills	√	√	√	
2.5 Originality in solving human rights problems	√	√	√	
2.6 Application of knowledge in professional settings	√	√	√	
2.7 Ability to undertake supervised research	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	
2.10 Development of substantial research-based scholarship	√	√	√	√

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (c)**

Programme outcomes	CORE PAPERS			
	Human Rights and Duties Jurisprudence	Human Duties, Responsibilities and its Effectuation	Research Methodology and Legal Writing	Dissertation
<b>3. Social Competence (3.1 to 3.6)</b>				
3.1 Understanding of social dynamics and social problems	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√
3.5 Gender sensitivity	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√
3.9 Collaboration, Cooperation & community feeling			√	√
3.10 Application of research to social situations			√	√

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (d)**

Table 1 (d)																								
Programme outcomes	ELECTIVE PAPERS																							
	Criminal Justice System and Human Rights and Duties	Emerging Dimension of Human Rights and Duties	International Human Rights Law	Societal Issues of Human Rights in India	Science, Technology and Human Rights and Duties	Elderly Persons and Human Rights and Duties	Human Rights and Duties Law in India	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Women and Human Rights and Duties	United Nations and Human Rights and Duties	Disabled Persons and Human Rights and Duties	Environment and Human Rights and Duties	Children and Human Rights and Duties	Working Class and Human Rights and Duties	Social Movements and Human Rights and Duties	Business and Human Rights	People's Right to Self-Determination	Health and Human Rights	Minorities and Human Rights and Duties	Socially and Economically Disadvantaged People and Human Rights and Duties	Trade, Development and Human Rights	Human Rights and Terrorism	Media and Human Rights and Duties
Academic Competence (1.1 to 1.8)																								
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method																								
1.9 Ability to conduct research on human rights																								
1.10 Comprehension of one or more discipline																								

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (e)**

Table 1 (e)																								
Programme outcomes	ELECTIVE PAPERS																							
	Criminal Justice System and Human Rights and Duties	Emerging Dimension of Human Rights and Duties	International Human Rights Law	Societal Issues of Human Rights in India	Science, Technology and Human Rights and Duties	Elderly Persons and Human Rights and Duties	Human Rights and Duties Law in India	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Women and Human Rights and Duties	United Nations and Human Rights and Duties	Disabled Persons and Human Rights and Duties	Environment and Human Rights and Duties	Children and Human Rights and Duties	Working Class and Human Rights and Duties	Social Movements and Human Rights and Duties	Business and Human Rights	People's Right to Self-Determination	Health and Human Rights	Minorities and Human Rights and Duties	Socially and Economically Disadvantaged People and Human Rights and Duties	Trade, Development and Human Rights	Human Rights and Terrorism	Media and Human Rights and Duties
2. Personal & Behavioural Competence (2.1 to 2.6)																								
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship																								

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (f)**

Table 1 (f)																								
Programme outcomes	ELECTIVE PAPERS																							
	Criminal Justice System and Human Rights and Duties	Emerging Dimension of Human Rights and Duties	International Human Rights Law	Societal Issues of Human Rights in India	Science, Technology and Human Rights and Duties	Elderly Persons and Human Rights and Duties	Human Rights and Duties Law in India	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Women and Human Rights and Duties	United Nations and Human Rights and Duties	Disabled Persons and Human Rights and Duties	Environment and Human Rights and Duties	Children and Human Rights and Duties	Working Class and Human Rights and Duties	Social Movements and Human Rights and Duties	Business and Human Rights	People's Right to Self-Determination	Health and Human Rights	Minorities and Human Rights and Duties	Socially and Economically Disadvantaged People and Human Rights and Duties	Trade, Development and Human Rights	Human Rights and Terrorism	Media and Human Rights and Duties
3. Social Competence (3.1 to 3.6)																								
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations																								

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (g)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>Academic Competence (1.1 to 1.8)</b>									
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method	√	√	√	√	√	√	√	√	√
1.9 Ability to conduct research on human rights	√	√	√	√	√	√	√	√	√
1.10 Comprehension of one or more discipline	√	√	√	√	√	√	√	√	√



## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (h)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>									
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship	√	√	√	√	√	√	√	√	√

## Two Year Four Semester LLM Programme in Human Rights and Duties Education

**Table 1 (i)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>3. Social Competence (3.1 to 3.6)</b>									
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations	√	√	√	√	√	√	√	√	√

## Two Year Four Semester LLM Programme

**Table 2 (a)**

Programme outcomes	CORE PAPERS			
	Constitutional Law of India : New Challenges	Law and Social Transformation in India	Research Methodology and Legal Writing	Dissertation
<b>Academic Competence (1.1 to 1.8)</b>				
1.1 Advance knowledge and understanding of subject	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	
1.4 Application to human rights problems	√	√	√	
1.5 Knowledge of professional responsibility	√	√	√	
1.6 Constant review and renewal of subject	√	√	√	
1.7 Critical evaluation of theoretical approaches	√	√	√	√
1.8 Application of a range of research method			√	√
1.9 Ability to conduct research on human rights				√
1.10 Comprehension of one or more discipline	√	√	√	√

## Two Year Four Semester LLM Programme

**Table 2 (b)**

Programme outcomes	CORE PAPERS			
	Constitutional Law of India : New Challenges	Law and Social Transformation in India	Research Methodology and Legal Writing	Dissertation
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>				
2.1 Self-directed learning	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	
2.4 Conversational Competence and Communication skills	√	√	√	
2.5 Originality in solving human rights problems	√	√	√	
2.6 Application of knowledge in professional settings	√	√	√	
2.7 Ability to undertake supervised research			√	√
2.8 Cultural and historical sensibility	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√
2.10 Development of substantial research-based scholarship	√	√	√	√

## Two Year Four Semester LLM Programme

**Table 2 (c)**

Programme outcomes	CORE PAPERS			
	Constitutional Law of India : New Challenges	Law and Social Transformation in India	Research Methodology and Legal Writing	Dissertation
<b>3. Social Competence (3.1 to 3.6)</b>				
3.1 Understanding of social dynamics and social problems	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√
3.5 Gender sensitivity	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√
3.9 Collaboration, Cooperation & community feeling			√	√
3.10 Application of research to social situations			√	√

## Two Year Four Semester LLM Programme

**Table 2 (d)**

Table 2 (d)																								
Programme outcomes	ELECTIVE PAPERS																							
	Criminal Justice System and Human Rights	International Human Rights Law	Enforcement Mechanisms of Human Rights	Human Rights and Constitutional Governance	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Media and Human Rights	Human Rights Law and Basic Needs	Women and Human Rights	Science, Technology and Human Rights	Regional Conventions on Human Rights	Social Movement and Human Rights	Business and Human Rights	Trade, Development and Human Rights	LGBTQ and Human Rights	Environment and Human Rights	Human Rights, Equality and Inclusion (Vulnerable Groups – SC, ST, OBC, Disabled, Elderly Persons, Minorities and Workers)	Human Rights in Religious and Cultural Traditions	Sexual and Reproductive Health and Human Rights	Health and Human Rights	Children and Human Rights	Human Rights and Terrorism	Human Rights and Sports Law	Rights to Information and Human Rights
Academic Competence (1.1 to 1.8)																								
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method																								
1.9 Ability to conduct research on human rights																								
1.10 Comprehension of one or more discipline																								

## Two Year Four Semester LLM Programme

**Table 2 (e)**

Table 2 (e)																								
Programme outcomes	ELECTIVE PAPERS																							
	Criminal Justice System and Human Rights	International Human Rights Law	Enforcement Mechanisms of Human Rights	Human Rights and Constitutional Governance	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Media and Human Rights	Human Rights Law and Basic Needs	Women and Human Rights	Science, Technology and Human Rights	Regional Conventions on Human Rights	Social Movement and Human Rights	Business and Human Rights	Trade, Development and Human Rights	LGBTQ and Human Rights	Environment and Human Rights	Human Rights, Equality and Inclusion (Vulnerable Groups – SC, ST, OBC, Disabled, Elderly Persons, Minorities and Workers)	Human Rights in Religious and Cultural Traditions	Sexual and Reproductive Health and Human Rights	Health and Human Rights	Children and Human Rights	Human Rights and Terrorism	Human Rights and Sports Law	Rights to Information and Human Rights
2. Personal & Behavioural Competence (2.1 to 2.6)																								
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship																								

## Two Year Four Semester LLM Programme

**Table 2 (f)**

Programme outcomes	ELECTIVE PAPERS																							
	Criminal Justice System and Human Rights	International Human Rights Law	Enforcement Mechanisms of Human Rights	Human Rights and Constitutional Governance	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Media and Human Rights	Human Rights Law and Basic Needs	Women and Human Rights	Science, Technology and Human Rights	Regional Conventions on Human Rights	Social Movement and Human Rights	Business and Human Rights	Trade, Development and Human Rights	LGBTQ and Human Rights	Environment and Human Rights	Human Rights, Equality and Inclusion (Vulnerable Groups – SC, ST, OBC, Disabled, Elderly Persons, Minorities and Workers)	Human Rights in Religious and Cultural Traditions	Sexual and Reproductive Health and Human Rights	Health and Human Rights	Children and Human Rights	Human Rights and Terrorism	Human Rights and Sports Law	Rights to Information and Human Rights
<b>3. Social Competence (3.1 to 3.6)</b>																								
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations																								



## Two Year Four Semester LLM Programme

**Table 2 (g)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>Academic Competence (1.1 to 1.8)</b>									
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method	√	√	√	√	√	√	√	√	√
1.9 Ability to conduct research on human rights	√	√	√	√	√	√	√	√	√
1.10 Comprehension of one or more discipline	√	√	√	√	√	√	√	√	√

## Two Year Four Semester LLM Programme

**Table 2 (h)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>									
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship	√	√	√	√	√	√	√	√	√

## Two Year Four Semester LLM Programme

**Table 2 (i)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>3. Social Competence (3.1 to 3.6)</b>									
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations	√	√	√	√	√	√	√	√	√

### Trimester One Year LLM Programme

**Table 3 (a)**

Programme outcomes	CORE PAPERS		
	International Human Rights Law	Research Methodology and Legal Writing	Dissertation
<b>Academic Competence (1.1 to 1.8)</b>			
1.1 Advance knowledge and understanding of subject	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√
1.4 Application to human rights problems	√	√	√
1.5 Knowledge of professional responsibility	√	√	
1.6 Constant review and renewal of subject	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√
1.8 Application of a range of research method		√	√
1.9 Ability to conduct research on human rights		√	√
1.10 Comprehension of one or more discipline	√	√	√

### Trimester One Year LLM Programme

**Table 3 (b)**

Programme outcomes	CORE PAPERS		
	International Human Rights Law	Research Methodology and Legal Writing	Dissertation
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>			
2.1 Self-directed learning	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√
2.3 Appreciating diverse perspective	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√
2.5 Originality in solving human rights problems	√	√	√
2.6 Application of knowledge in professional settings	√	√	
2.7 Ability to undertake supervised research		√	√
2.8 Cultural and historical sensibility	√	√	√
2.9 Ability to work in groups and teams	√	√	√
2.10 Development of substantial research-based scholarship		√	√

### Trimester One Year LLM Programme

**Table 3 (c)**

Programme outcomes	CORE PAPERS		
	International Human Rights Law	Research Methodology and Legal Writing	Dissertation
<b>3. Social Competence (3.1 to 3.6)</b>			
3.1 Understanding of social dynamics and social problems	√	√	√
3.2 Ethical, and social understanding	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√
3.4 Social empathy and accountability	√	√	√
3.5 Gender sensitivity	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√
3.7 Development of integrity and ethos	√	√	√
3.8 Collection and comment on complex social information	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	
3.10 Application of research to social situations		√	√

## Trimester One Year LLM Programme

**Table 3 (d)**

Programme outcomes	ELECTIVE PAPERS																			
	Criminal Justice System and Human Rights	Science, Technology and Human Rights	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Women and Human Rights	Environment and Human Rights	Children and Human Rights	Working Class and Human Rights	Social Movement and Human Rights	Business and Human Rights	Media and Human Rights	Minorities and Human Rights	Trade, Development and Human Rights	Human Rights and Terrorism	Human Rights Protection in India	Gross Human Rights Violations, Reconciliation and Truth Commission	Health and Human Rights	Regional Conventions on Human Rights	Human Rights of Dalits and Tribes	Human Rights Law and Basic Needs
<b>Academic Competence (1.1 to 1.8)</b>																				
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method																				
1.9 Ability to conduct research on human rights																				
1.10 Comprehension of one or more discipline																				

## Trimester One Year LLM Programme

**Table 3 (e)**

Programme outcomes	ELECTIVE PAPERS																			
	Criminal Justice System and Human Rights	Science, Technology and Human Rights	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Women and Human Rights	Environment and Human Rights	Children and Human Rights	Working Class and Human Rights	Social Movement and Human Rights	Business and Human Rights	Media and Human Rights	Minorities and Human Rights	Trade, Development and Human Rights	Human Rights and Terrorism	Human Rights Protection in India	Gross Human Rights Violations, Reconciliation and Truth Commission	Health and Human Rights	Regional Conventions on Human Rights	Human Rights of Dalits and Tribes	Human Rights Law and Basic Needs
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>																				
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship																				



## Trimester One Year LLM Programme

**Table 3 (f)**

Programme outcomes	ELECTIVE PAPERS																			
	Criminal Justice System and Human Rights	Science, Technology and Human Rights	International Humanitarian Law	International Refugee Law and Internally Displaced Persons	Women and Human Rights	Environment and Human Rights	Children and Human Rights	Working Class and Human Rights	Social Movement and Human Rights	Business and Human Rights	Media and Human Rights	Minorities and Human Rights	Trade, Development and Human Rights	Human Rights and Terrorism	Human Rights Protection in India	Gross Human Rights Violations, Reconciliation and Truth Commission	Health and Human Rights	Regional Conventions on Human Rights	Human Rights of Dalits and Tribes	Human Rights Law and Basic Needs
<b>3. Social Competence (3.1 to 3.6)</b>																				
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations																				

### Trimester One Year LLM Programme

**Table 3 (g)**

Programme outcomes	SKILL ENHANCEMENT COURSE								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>Academic Competence (1.1 to 1.8)</b>									
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method	√	√	√	√	√	√	√	√	√
1.9 Ability to conduct research on human rights	√	√	√	√	√	√	√	√	√
1.10 Comprehension of one or more discipline	√	√	√	√	√	√	√	√	√

## Trimester One Year LLM Programme

**Table 3 (h)**

Programme outcomes	SKILL ENHANCEMENT COURT								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>									
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship	√	√	√	√	√	√	√	√	√

## Trimester One Year LLM Programme

**Table 3 (i)**

Programme outcomes	SKILL ENHANCEMENT COURT								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>3. Social Competence (3.1 to 3.6)</b>									
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations	√	√	√	√	√	√	√	√	√

## Two Year Four Semester MA in Human Rights

**Table 4 (a)**

Programme outcomes	CORE PAPERS			
	Historical and Philosophical Perspectives on Human Rights	Human Rights in India	Research Methods and Report Writing	Dissertation
<b>Academic Competence (1.1 to 1.8)</b>				
1.1 Advance knowledge and understanding of subject	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√
1.4 Application to human rights problems	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√
1.8 Application of a range of research method			√	√
1.9 Ability to conduct research on human rights			√	√
1.10 Comprehension of one or more discipline	√	√	√	√

## Two Year Four Semester MA in Human Rights

**Table 4 (b)**

Programme outcomes	CORE PAPERS			
	Historical and Philosophical Perspectives on Human Rights	Human Rights in India	Research Methods and Report Writing	Dissertation
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>				
2.1 Self-directed learning	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√
2.9 Ability to work in groups and teams			√	√
2.10 Development of substantial research-based scholarship			√	√

## Two Year Four Semester MA in Human Rights

**Table 4 (c)**

Programme outcomes	CORE PAPERS			
	Historical and Philosophical Perspectives on Human Rights	Human Rights in India	Research Methods and Report Writing	Dissertation
<b>3. Social Competence (3.1 to 3.6)</b>				
3.1 Understanding of social dynamics and social problems	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√
3.5 Gender sensitivity	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√
3.9 Collaboration, Cooperation & community feeling			√	√
3.10 Application of research to social situations			√	√

## Two Year Four Semester MA in Human Rights

**Table 4 (d)**

Programme outcomes	ELECTIVE PAPERS																			
	Criminal Justice System and Human Rights	Science, Technology and Human Rights	Women and Human Rights	Disabled Persons and Human Rights and Duties	Environment and Human Rights	Protection of Refugees and Internally Displaced Persons	Rights of Children: Global and National Perspectives	Working Class and Human Rights	Social Movement in India and Human Rights	Business and Human Rights	Gross Human Rights Violations, Reconciliation and Truth Commission	Media and Human Rights	Minorities and Human Rights	Trade, Development and Human Rights	Human Rights and Terrorism	Human Rights in Religious and Cultural Traditions	Human Rights of Dalits and Tribes	International Human Rights	Human Rights and Good Governance	Regional Conventions on Human Rights
<b>Academic Competence (1.1 to 1.8)</b>																				
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method																				
1.9 Ability to conduct research on human rights																				
1.10 Comprehension of one or more discipline																				



## Two Year Four Semester MA in Human Rights

**Table 4 (e)**

Table 4 (e)																				
Programme outcomes	ELECTIVE PAPERS																			
	Criminal Justice System and Human Rights	Science, Technology and Human Rights	Women and Human Rights	Disabled Persons and Human Rights and Duties	Environment and Human Rights	Protection of Refugees and Internally Displaced Persons	Rights of Children: Global and National Perspectives	Working Class and Human Rights	Social Movement in India and Human Rights	Business and Human Rights	Gross Human Rights Violations, Reconciliation and Truth Commission	Media and Human Rights	Minorities and Human Rights	Trade, Development and Human Rights	Human Rights and Terrorism	Human Rights in Religious and Cultural Traditions	Human Rights of Dalits and Tribes	International Human Rights	Human Rights and Good Governance	Regional Conventions on Human Rights
2. Personal & Behavioural Competence (2.1 to 2.6)																				
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship																				

## Two Year Four Semester MA in Human Rights

**Table 4 (f)**

Programme outcomes	ELECTIVE PAPERS																			
	Criminal Justice System and Human Rights	Science, Technology and Human Rights	Women and Human Rights	Disabled Persons and Human Rights and Duties	Environment and Human Rights	Protection of Refugees and Internally Displaced Persons	Rights of Children: Global and National Perspectives	Working Class and Human Rights	Social Movement in India and Human Rights	Business and Human Rights	Gross Human Rights Violations, Reconciliation and Truth Commission	Media and Human Rights	Minorities and Human Rights	Trade, Development and Human Rights	Human Rights and Terrorism	Human Rights in Religious and Cultural Traditions	Human Rights of Dalits and Tribes	International Human Rights	Human Rights and Good Governance	Regional Conventions on Human Rights
<b>3. Social Competence (3.1 to 3.6)</b>																				
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations																				

## Two Year Four Semester MA in Human Rights

**Table 4 (g)**

Programme outcomes	SKILL ENHANCEMENT COURT								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>Academic Competence (1.1 to 1.8)</b>									
1.1 Advance knowledge and understanding of subject	√	√	√	√	√	√	√	√	√
1.2 Critical Awareness of contemporary issues in human rights	√	√	√	√	√	√	√	√	√
1.3 Analytical thought to body of knowledge	√	√	√	√	√	√	√	√	√
1.4 Application to human rights problems	√	√	√	√	√	√	√	√	√
1.5 Knowledge of professional responsibility	√	√	√	√	√	√	√	√	√
1.6 Constant review and renewal of subject	√	√	√	√	√	√	√	√	√
1.7 Critical evaluation of theoretical approaches	√	√	√	√	√	√	√	√	√
1.8 Application of a range of research method	√	√	√	√	√	√	√	√	√
1.9 Ability to conduct research on human rights	√	√	√	√	√	√	√	√	√
1.10 Comprehension of one or more discipline	√	√	√	√	√	√	√	√	√

## Two Year Four Semester MA in Human Rights

**Table 4 (h)**

Programme outcomes	SKILL ENHANCEMENT COURT								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>2. Personal &amp; Behavioural Competence (2.1 to 2.6)</b>									
2.1 Self-directed learning	√	√	√	√	√	√	√	√	√
2.2 Critical reasoning through independent thought and informed judgment	√	√	√	√	√	√	√	√	√
2.3 Appreciating diverse perspective	√	√	√	√	√	√	√	√	√
2.4 Conversational Competence and Communication skills	√	√	√	√	√	√	√	√	√
2.5 Originality in solving human rights problems	√	√	√	√	√	√	√	√	√
2.6 Application of knowledge in professional settings	√	√	√	√	√	√	√	√	√
2.7 Ability to undertake supervised research	√	√	√	√	√	√	√	√	√
2.8 Cultural and historical sensibility	√	√	√	√	√	√	√	√	√
2.9 Ability to work in groups and teams	√	√	√	√	√	√	√	√	√
2.10 Development of substantial research-based scholarship	√	√	√	√	√	√	√	√	√

## Two Year Four Semester MA in Human Rights

**Table 4 (i)**

Programme outcomes	SKILL ENHANCEMENT COURT								
	Human Rights Advocacy	Research, Analytical and Scientific Writing Skill	Oral Communication and Written assessment skill	Computer skills and digital literacy	Critical Thinking	Application of skill to chosen specialization	Investigation in systematic and critical manner	Data analysis by using ICT and software	Extension legal services
<b>3. Social Competence (3.1 to 3.6)</b>									
3.1 Understanding of social dynamics and social problems	√	√	√	√	√	√	√	√	√
3.2 Ethical, and social understanding	√	√	√	√	√	√	√	√	√
3.3 Ability to recognize cause and effect relationship	√	√	√	√	√	√	√	√	√
3.4 Social empathy and accountability	√	√	√	√	√	√	√	√	√
3.5 Gender sensitivity	√	√	√	√	√	√	√	√	√
3.6 Moral and ethical awareness & reasoning	√	√	√	√	√	√	√	√	√
3.7 Development of integrity and ethos	√	√	√	√	√	√	√	√	√
3.8 Collection and comment on complex social information	√	√	√	√	√	√	√	√	√
3.9 Collaboration, Cooperation & community feeling	√	√	√	√	√	√	√	√	√
3.10 Application of research to social situations	√	√	√	√	√	√	√	√	√

## 6. STRUCTURE OF LLM IN HUMAN RIGHTS AND DUTIES EDUCATION / LLM IN HUMAN RIGHTS / MA IN HUMAN RIGHTS

31. Postgraduate studies in Human Rights can be broadly identified as being pursued in Law as well as in Arts, Social Science disciplines. In view of the expectations of legal education as well as that of Arts and Social Science disciplines, the contents of human rights studies under these disciplines are bound to largely differ besides common core courses on the subject. These Postgraduate studies on Human Rights are thus of two types:

- (1) LLM Programme in Human Rights; and
- (2) MA Programme in Human Rights.

LLM Programme in Human Rights is further divided in -

- (a) LLM in Human Rights and Duties Education; and
- (b) LLM in Human Rights.

While LLM in Human Rights and Duties Education and LLM in Human Rights are being covered in Two Year (Four Semester) course of study in Law Schools and the Departments of Law of traditional universities, MA in Human Rights, on the other hand, is being taught in Arts and Social Sciences Departments of traditional universities in Two Year (Four Semester) Programme. A very few national law universities conduct the same course in Trimester LLM Course of One Year study. Against this background, Two year (Four Semester) Postgraduate studies have been structured in 68 Credit hours (16 papers + 1 paper on SEC), and One Year (Trimester) study in 34 Credit hours (5 papers + 1 paper on SEC) as given in Table 1 below.

**Table 1**

<b>(Two Year Programme) Four Semester</b>				<b>(One Year Programme) Trimester</b>		
<b>68 Hrs → 16 Papers of 4 Credit Hrs each + 1 Paper on SEC</b>				<b>34 Hrs → 8 Papers of 6 Credit Hrs each + 1 (SEC) of 2 Hrs</b>		
I Semester	-1 (Core)	+ 3 (Elective)		I Semester	-1 (Core)	+ 1 (Elective)
II Semester	-1 (Core)	+ 3 (Elective)		II Semester	-1 (Core)	+ 1 (Elective)
III Semester	-1 (Core)	+ 3 (Elective)		III Semester	-1 (Core)	+ 1 SEC of 4 Hrs
IV Semester	-1 (Core)	+ 3 (Elective) + 1 (SEC)				
	4 Papers	12 Papers	1 Paper		3 Papers	2 Papers 1 Paper
<b>Credits =</b>	<b>(16)</b>	<b>(48)</b>	<b>(4)</b>	<b>Credits =</b>	<b>(18)</b>	<b>(12) (4)</b>
<b>Total = 68 Credits</b>				<b>Total = 34 Credits</b>		

32. The credits may be adjusted according to available material in a particular proposed Elective paper so as to complete 68 credits and 34 credits in Two year and One Year programmes respectively. The paper may range from 1 to 4 credits. The Elective papers on Human Rights courses in three different programmes i.e. LLM in Human Rights (One Year), LLM in Human Rights and Duties Education (Two Year), and LLM One Year (Trimester) Programme can be interchanged as per requirement.
33. Two Year Four Semester LLM Programme in Human Rights and Duties Education, as approved by the University Grants Commission, is continuing in some universities as Special Course of Postgraduate study under the Self-Financing Scheme. Its all papers, either as Core or Elective, are subject specific to Human Rights. One Core paper, and three Elective papers in each of the four semesters of Two Year Programme along with Skill Enhancement paper have been outlined. The students will have option to elect any three paper out of a list of six Elective papers in each of the four semesters. An structure of the Course is given in Table 2 below, where the University will be able to determine six specific Elective papers for each of the First, Second, Third and Fourth Semester. These universities have 4 Credit hours of study in each paper in a week.

**Table 2**

<b>Core Paper</b>	<b>Elective Paper</b>	<b>Skill Enhancement Course</b>
1. Human Rights and Duties Jurisprudence 2. Human Duties, Responsibilities and its Effectuation 3. Research Methodology and Legal Writing 4. Dissertation	1. Criminal Justice System and Human Rights and Duties 2. Emerging Dimension of Human Rights and Duties 3. International Human Rights Law 4. Societal Issues of Human Rights in India 5. Science, Technology and Human Rights and Duties 6. Elderly Persons and Human Rights and Duties 7. Human Rights and Duties Law in India	1. Human Rights Advocacy introduces students to skills relating to collection of data on human rights abuses, interviewing witnesses, governments and other potential opponents, report writing, media work, litigation and measuring effectiveness. It involves the method of campaigning, messaging, fact-finding, and ethical commitment to

	8. International Humanitarian Law 9. International Refugee Law and Internally Displaced Persons 10. Women and Human Rights and Duties 11. United Nations and Human Rights and Duties 12. Disabled Persons and Human Rights and Duties 13. Environment and Human Rights and Duties 14. Children and Human Rights and Duties 15. Working Class and Human Rights and Duties 16. Social Movements and Human Rights and Duties 17. Business and Human Rights 18. People's Right to Self-Determination 19. Health and Human Rights 20. Minorities and Human Rights and Duties 21. Socially and Economically Disadvantaged People and Human Rights and Duties 22. Trade, Development and Human Rights 23. Human Rights and Terrorism 24. Media and Human Rights and Duties	community-based lawyering. 2. the elective papers have been suggested in the light of learning outcome and skill enhancement course. Hence Project / Field Work / Seminar & Extension Legal Services shall be the part of each paper, wherein the students will be asked to present a Seminar paper on the Human Rights issues related to the paper and its application along with the right up. They will also be questioned on their presentations. The presentation is to be made using ICT / power point so that they may also learn computers. The following skills will be developed while presenting a paper - (a) research, analytical and scientific skills; (b) teaching and communication skill; (c) computer skills including information and digital literacy; and, (d) critical thinking.
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34. Two Year Four Semester LLM Programme is being offered in most of the Universities, where general Core papers (not subject specific to Human Rights) are taught with the scope of specialization either in constitutional law, administrative law, criminal law, company law,



international law or other areas of law. One of the area of specialization in Human Rights is also offered to students. The Master of Laws Degree with specialization in Human Rights is thus awarded to the students. One Core paper, and three Elective papers in each of the four semesters of Two Year Programme along with Skill Enhancement paper have been outlined. The students will have option to elect any three paper out of a list of six Elective papers in each of the four semesters. An structure of the Course is given in Table 3 below, where the university will be able to determine Six Elective papers for each of the First, Second, Third and Fourth Semester. These universities have 4 Credit hours of study in each paper in a week.

**Table 3**

<b>Core Paper</b>	<b>Elective Paper</b>	<b>Skill Enhancement Course</b>
1. Constitutional Law of India : New Challenges 2. Law and Social Transformation in India 3. Research Methodology and Legal Writing 4. Dissertation	1. Criminal Justice System and Human Rights 2. International Human Rights Law 3. Enforcement Mechanisms of Human Rights 4. Human Rights and Constitutional Governance 5. International Humanitarian Law 6. International Refugee Law and Internally Displaced Persons 7. Media and Human Rights 8. Human Rights Law and Basic Needs 9. Women and Human Rights 10. Science, Technology and Human Rights 11. Regional Conventions on Human Rights 12. Social Movement and Human Rights 13. Business and Human Rights 14. Trade, Development and Human Rights	1. Human Rights Advocacy introduces students to skills relating to collection of data on human rights abuses, interviewing witnesses, governments and other potential opponents, report writing, media work, litigation and measuring effectiveness. It involves the method of campaigning, messaging, fact-finding, and ethical commitment to community-based lawyering. 2. the elective papers have been suggested in the light of learning outcome and skill enhancement course. Hence Project / Field Work / Seminar & Extension Legal Services shall be the part of each paper, wherein the

	15. LGBTQ and Human Rights 16. Environment and Human Rights 17. Human Rights, Equality and Inclusion (Vulnerable Groups – SC, ST, OBC, Disabled, Elderly Persons, Minorities and Workers) 18. Human Rights in Religious and Cultural Traditions 19. Sexual and Reproductive Health and Human Rights 20. Health and Human Rights 21. Children and Human Rights 22. Human Rights and Terrorism 23. Human Rights and Sports Law 24. Rights to Information and Human Rights	students will be asked to present a Seminar paper on the Human Rights issues related to the paper and its application along with the right up. They will also be questioned on their presentations. The presentation is to be made using ICT / power point so that they may also learn computers. The following skills will be developed while presenting a paper - (a) research, analytical and scientific skills; (b) teaching and communication skill; (c) computer skills including information and digital literacy; and, (d) critical thinking.
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35. Trimester One Year LLM Programme in Human Rights is being offered in a very few universities. One Core paper in each of the three semesters and One Elective paper in the First and Second Semester along with One Skill Enhancement paper in the Third Semester have been outlined. The students will have option to elect any one paper out of a list of ten Elective papers in the First and Second Semester. A structure of the Course is given in Table 4 below, where the university will be able to determine ten Elective papers for each of the First and Second Semester. The universities have 6 Credit hours of study in each paper in a week.

**Table 4**

<b>Core Paper</b>	<b>Elective Paper</b>	<b>Skill Enhancement Course</b>
1. International Human Rights Law 2. Research Methods and Legal Writing 3. Dissertation	1. Criminal Justice System and Human Rights 2. Science, Technology and Human Rights 3. International Humanitarian Law 4. International Refugee Law and Internally Displaced Persons 5. Women and Human Rights 6. Environment and Human Rights 7. Children and Human Rights 8. Working Class and Human Rights 9. Social Movement and Human Rights 10. Business and Human Rights 11. Media and Human Rights 12. Minorities and Human Rights 13. Trade, Development and Human Rights 14. Human Rights and Terrorism 15. Human Rights Protection in India 16. Gross Human Rights Violations, Reconciliation and Truth Commission 17. Health and Human Rights 18. Regional Conventions on Human Rights 19. Human Rights of Dalits and Tribes 20. Human Rights Law and Basic Needs	1. Human Rights Advocacy introduces students to skills relating to collection of data on human rights abuses, interviewing witnesses, governments and other potential opponents, report writing, media work, litigation and measuring effectiveness. It involves the method of campaigning, messaging, fact-finding, and ethical commitment to community-based lawyering. 2. the elective papers have been suggested in the light of learning outcome and skill enhancement course. Hence Project / Field Work / Seminar & Extension Legal Services shall be the part of each paper, wherein the students will be asked to present a Seminar paper on the Human Rights issues related to the paper and its application along with the right up. They will also be questioned on their presentations. The presentation is to be made using ICT / power point so that they may also learn

		<p>computers. The following skills will be developed while presenting a paper -</p> <p>(a) research, analytical and scientific skills;</p> <p>(b) teaching and communication skill;</p> <p>(c) computer skills including information and digital literacy; and,</p> <p>(d) critical thinking.</p>
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36. Two Year Four Semester MA in Human Rights is being offered in the Department of Arts or Social Science in some universities. Its all papers, either as Core or Elective, are subject specific to Human Rights. One Core paper and three Elective papers in each of the four semesters of Two Year Programme along with Skill Enhancement paper have been outlined. The students will have option to elect any three paper out of a list of five Elective papers in each of the four semesters. An structure of the Course is given in Table 5 below, where the university will be able to determine six specific Elective papers for each of the First, Second, Third and Fourth Semester. The universities have 4 Credit hours of study in each paper in a week.

**Table 5**

<b>Core Paper</b>	<b>Elective Paper</b>	<b>Skill Enhancement Course</b>
1. Historical and Philosophical Perspectives on Human Rights 2. Human Rights in India 3. Research Methods and Report Writing 4. Dissertation	1. Criminal Justice System and Human Rights 2. Science, Technology and Human Rights 3. Women and Human Rights 4. Disabled Persons and Human Rights and Duties 5. Environment and Human Rights 6. Protection of Refugees and Internally Displaced Persons	1. Human Rights Advocacy introduces students to skills relating to collection of data on human rights abuses, interviewing witnesses, governments and other potential opponents, report writing, media work, litigation and measuring effectiveness.

	<p>7. Rights of Children: Global and National Perspectives</p> <p>8. Working Class and Human Rights</p> <p>9. Social Movement in India and Human Rights</p> <p>10. Business and Human Rights</p> <p>11. Gross Human Rights Violations, Reconciliation and Truth Commission</p> <p>12. Media and Human Rights</p> <p>13. Minorities and Human Rights</p> <p>14. Trade, Development and Human Rights</p> <p>15. Human Rights and Terrorism</p> <p>16. Human Rights in Religious and Cultural Traditions</p> <p>17. Human Rights of Dalits and Tribes</p> <p>18. International Human Rights</p> <p>19. Human Rights and Good Governance</p> <p>20. Regional Conventions on Human Rights</p>	<p>It involves the method of campaigning, messaging, fact-finding, and ethical commitment to community-based lawyering.</p> <p>2. the elective papers have been suggested in the light of learning outcome and skill enhancement course. Hence Project / Field Work / Seminar &amp; Extension Legal Services shall be the part of each paper, wherein the students will be asked to present a Seminar paper on the Human Rights issues related to the paper and its application along with the right up. They will also be questioned on their presentations. The presentation is to be made using ICT / power point so that they may also learn computers. The following skills will be developed while presenting a paper -</p> <p>(a) research, analytical and scientific skills;</p> <p>(b) teaching and communication skill;</p> <p>(c) computer skills including information and digital literacy; and,</p> <p>(d) critical thinking.</p>
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## 6.1 Course Learning Outcomes

37. Course learning outcomes of LOCF on Postgraduate Programmes on Human Rights have interdisciplinary connects. These Master's programmes of study are profoundly designed with a firmly laid down series of Core papers to be taught in almost all the semesters. These programmes also permit students to take a number of Elective papers according to their choice that may not be the same as undertaken by other students of the similar course.

Course learning outcomes are closely linked to programme learning outcomes. Being specific to a course of study, these outcomes are integral part of the programme of study. The completion of course learning outcomes leads learners to the achievement of the programme learning outcomes. At this level of study, each course is related to graduate attributes as these are attained through the complete learning exposures during the years of their study. A graph of the course of study signifies interconnection between course learning outcomes and programme learning outcomes. The illustrations of course learning outcomes are shown hereunder.

### 6.1.1 CORE PAPERS OF LLM IN HUMAN RIGHTS AND DUTIES EDUCATION (TWO YEAR – FOUR SEMESTER)

38. *Human Rights and Duties Jurisprudence (Core Paper-1)*: Some examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain the meaning, nature and definition of human rights
  - Describe historical background of the concept of human rights
  - Differentiate between traditional and modern theories of human rights
  - Explain the dialectics of universalism versus cultural relativism
  - Draw the difference between need-based and value-based human rights
  - Identify the trade-related market friendly human rights
  - Explain the philosophical foundations of the concept of human rights.
39. *Human Duties, Responsibilities and its Effectuation (Core Paper-2)*: Some examples of course learning outcomes that a student of this course is required to demonstrate are indicated below :
- Identify the value of humanism in the concept of human duty

- Explain the evolution of human duties and responsibilities from the ancient to modern age
  - Conceptualize the scope of human duties towards self, society and human beings
  - Analyze fundamental duties and its justiciability under the Indian Constitution
  - Explain the role of Justice Verma Committee Report on enforcement of fundamental duties
  - Describe the changing dimension of fundamental duties
40. ***Research Methodology and Legal Writing (Core Paper-3)***: Some examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Identify and explain the broad contexts of legal research, various constituencies of that research and different forms of analysis of that research.
  - Construct a literature review, frame a legal research question and develop an appropriate methodology
  - Demonstrate persuasive and effective written and oral communication skill
  - Synthesise and critically identify, use and evaluate a range of legal resources
  - Record, store and manage research data
  - Value and promote integrity, truth, accuracy, honesty, ethical behaviour and accountability in research
41. ***Dissertation (Core Paper-4)***: Some examples of course learning outcomes that a student of this course is required to demonstrate are indicated below :
- Critically read, understand and evaluate current literature in the discipline
  - Integrate and synthesize ideas within the field
  - Demonstrate comprehensive knowledge of the literature in the field
  - Critically evaluate empirical evidence
  - Demonstrate a comprehensive understanding of techniques critical to scholarship in the field
  - Communicate clearly and effectively to specialist and non-specialist research.

**6.1.2 ELECTIVE PAPERS OF LLM IN HUMAN RIGHTS AND DUTIES EDUCATION  
(TWO YEAR - FOUR SEMESTER)**

42. ***Criminal Justice System and Human Rights and Duties (Elective Paper-1)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the concept of criminal liability in offences involving human rights
- Define freedom from torture
- Describe human rights issues in police atrocities and accountability
- Identify human rights norms in criminal procedure on production of accused before Magistrate
- Explain the rights of inmates of prison and custodial homes

43. ***Emerging Dimension of Human Rights and Duties (Elective Paper-2)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Describe diverse perspectives of human rights and the evolution of rising aspirations and need of people in recognising the right to live with human dignity
- Explain the need of spelling out human duties and eternal values
- Define inter-relativity of human rights and human duties
- Derive the importance of universal entitlement of the people to democracy as legitimate from of government
- Identify the problems in freedom from sexual discrimination and human rights.

44. ***International Human Rights Law (Elective Paper-3)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Describe of status of individual under traditional international law
- Explain legal significance of Universal Declaration of Human Rights
- Identify the power and functions of Human Rights Committee
- Conceptualise implementation of International Covenant on Economic, Social and Cultural Rights
- Analyse the functioning of European system on Human Rights



- Distinguish between Inter-American Convention on Human rights and El Salvador Protocol
  - Identify chief characteristic of African Charter on Human and People's Right
45. ***Societal Issues of Human Rights in India (Elective Paper-4)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain theoretical approaches to societal problems and human rights
  - Describe casteism as a form of human rights abuse
  - Analyze poverty and unemployment affecting human rights in the society
  - Recognize the adverse effect of corruption as economic issue on promotion and protection of human rights
  - Identify problems of hierarchy impacting upon discrimination and inequality.
46. ***Science, Technology and Human Rights and Duties (Elective Paper-5)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Distinguish between positive and negative role of science and technology
  - Explain the impact of invitro fertilization and surrogate parenthood on human rights protection
  - Analyze the impact of developments in biotechnology on right to human dignity
  - Define human rights perspective on new torture technologies like electric shock, trauma-inducing drugs and psychotropic substances.
47. ***Elderly Persons and Human Rights and Duties (Elective Paper-6)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Recognize the protection of the elderly persons in human rights perspective
  - Analyze the contribution of Vienna International Plan of Action on Ageing
  - Describe the international norms for the protection of the elderly persons
  - Explain the national policy for senior citizens in India
48. ***Human Rights and Duties Law in India (Elective Paper-7)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the judicial approach and new dimensions to the right to life and personal liberty
  - Describe the powers and functions of National Human Rights Commission in human rights protection
  - Analyze reasonable restriction to right to freedom of speech and expression under the Indian Constitution
  - Identify the emerging regime of human rights in India
  - Recognize the special provisions for weaker sections of the society in the light of fundamental right to equality
49. ***International Humanitarian Law (Elective Paper-8)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Define nature and basic principles of international humanitarian law
  - Analyze the problems and challenges of implementation of international humanitarian law
  - Explain the role of the International Committee of the Red Cross
  - Distinguish between Hague and Geneva Rules
  - Describe principles of international humanitarian law in non-international armed conflict
  - Identify the problem of applicability of humanitarian law in internal disturbances
50. ***International Refugee Law and Internally Displaced Persons (Elective Paper-9)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain the principles involved in determining refugee status under the Refugee Convention of 1951.
  - Identify various solutions to refugee problems under international refugee law
  - Describe various human rights of refugee
  - Distinguish between international burden sharing and temporary protection
  - Define the importance of United Nations Guiding Principles on Internal Displacement
51. ***Women and Human Rights and Duties (Elective Paper-10)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Identify issues relating to gender justice
  - Recognise the status of women's right as human right
  - Analyze offences against women in matrimonial home
  - Describe the law relating to sexual harassment at the work place
  - Identify special laws for the protection of women
  - Explain international norms for protection of women derived from CEDAW
52. ***United Nations and Human Rights and Duties (Elective Paper-11)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain the idea of human rights as Jus Cogens
  - Define the United Nations concern for human rights protection
  - Describe normative order of human rights in the United Nations Charter
  - Distinguish between Charter-based human rights and treaty-based human rights
  - Analyze the role of the United Nations High Commissioner for Human Rights
  - Identify state obligation to the promotion and protection of human rights under the United Nations Charter
  - Explain the significance of Periodic Review Report before the UN Human Rights Council
53. ***Disabled Persons and Human Rights and Duties (Elective Paper-12)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Identify social taboos regarding the disabled persons
  - Explain the rights of disabled persons under the Indian legal system
  - Analyze human rights perspective on Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act
  - Describe the rules relating to detection of the disabled person in psychiatric hospitals under the Mental Health Act
  - Draw the importance of the UN Declaration on the Rights of the Disabled Persons
54. ***Environment and Human Rights and Duties (Elective Paper-13)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Describe right to clean environment as human right

- Distinguish between polluter pays principle, precautionary principle and public trust doctrine.
- Explain the meaning and concept of sustainable development
- Analyse the prospect of inter-generational rights
- Identify environmental protection measures under Environment (Protection) Act
- Describe the message of Stockholm Conference, Rio de Janeiro Conference, and Johannesburg Conference.

55. ***Children and Human Rights and Duties (Elective Paper-14)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Identify constitutional provisions relating to the protection of the child
- Describe the issues relating to the rights of the child
- Recognise the standard minimum rules for the administration of juveniles
- Distinguish between economic exploitation and sexual exploitation of children
- Explain the National Policy for Children in India
- Describe powers and functions of National Commission on Protection of the Rights of the Child.

56. ***Working Class and Human Rights and Duties (Elective Paper-15)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the role of International Labour Organization in improving labour conditions
- Describe rights of workers under the Indian Constitution
- Identify problems of bonded labour and workers in unorganized sectors
- Analyse dispute settlement mechanism under the Industrial Disputes Act
- Draw upon the condition of workers under the impact of change from privatization to globalization.

57. ***Social Movements and Human Rights and Duties (Elective Paper-16)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Recognize various political movements in the protection of human rights
- Analyze the impact of feminist movement in human rights protection
- Identify the role of Dalit movement in promotion of human right

- Describe the concept, trend and mobilization of social movement in India.
58. ***Business and Human Rights (Elective Paper-17)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Describe the UN debate on business and human rights
  - Identify standard setting challenges to business and human rights
  - Explain corporate social responsibility
  - Analyse human rights issues affecting construction
  - Conceptualize business and human right conduct reporting
59. ***People's Right to Self-Determination (Elective Paper-18)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Conceptualize the meaning of self-determination
  - Explain new dimensions and emerging debates on people's right to self-determination
  - Describe the theories of self-governance in the thoughts of Rousseau and Karl Marx
  - Identify the principles of self-determination in the Charter of Economic Rights and Duties of States
  - Distinguish between the significance of self-determination under colonialism and post-colonial era
60. ***Health and Human Rights (Elective Paper-19)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain the right to health as human right
  - Indicate the measures for the realization of the right to health
  - Describe the principles for the protection of persons with mental illness and for the improvement of mental health care
  - Identify the impact of health policies, programmes and practices on human rights
  - Analyse the national health policy of India
  - Explain the constitutional perspective on right to health as fundamental right
  - Identify the rights of patient and duties of doctor and hospital.
61. ***Minorities and Human Rights and Duties (Elective Paper-20)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Describe minorities as a socio-economic-religious-linguistic concept
  - Explain special laws relating to minorities in India
  - Identify constitutional framework on the rights and duties of minorities in India
  - Recognize the importance of International Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities
  - Analyze the policy of secularism and politics of minorities in India
62. ***Socially and Economically Disadvantaged People and Human Rights and Duties (Elective Paper-21)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain philosophical and social perspectives on human rights protection of socially and economically disadvantaged people
  - Identify different laws and their implementation in protection of the rights of disadvantaged people
  - Distinguish between the role of National Commissions, NGOs and information media in protection of the rights of socially and economically disadvantaged persons
  - Describe the role of Mahatma Gandhi and BR Ambedkar in social reform
63. ***Trade, Development and Human Rights (Elective Paper-22)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain theories of development
  - Describe right to development as human rights
  - Identify unfair trade practices as violative of human right
  - Analyze trade related aspects of human rights
  - Describe the journey of international trade and development from ITO to WTO
  - Conceptualize the debate on the Social Clause
64. ***Human Rights and Terrorism (Elective Paper-23)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain the targets of counter-terrorism
  - Describe relationship between human rights and terrorism
  - Identify measures to counter-terrorism

- Distinguish between counter-terrorism and transnational armed conflicts
65. ***Media and Human Rights and Duties (Elective Paper-24)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain relationship between freedom of expression and freedom of press
  - Describe the role of media in promotion and protection of human rights
  - Critically analyse the use of media in violation of human rights
  - Distinguish between media trial and media reporting
  - Conceptualize the impact of social media on the mind of people

### **6.1.3 CORE PAPERS OF LLM IN HUMAN RIGHTS (TWO YEAR - FOUR SEMESTER)**

66. ***Constitutional Law of India: New Challenges (Core Paper-1)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain constitutional vision enshrined in the Indian Constitution Draw relation between fundamental rights and directive principles of state policy
  - Identify constitutional remedies
  - Analyze the scope of judicial review in protection of human rights
  - Describe the challenges of separation of power
  - Conceptualize basic structure of the Constitution
67. ***Law and Social Transformation in India (Core Paper-2)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Explain constitutional orientation and response to social transformation
  - Describe aspects of non-discrimination on the ground of language
  - Identify affirmative actions necessary for social transformation
  - Analyze the impact of multiculturalism and ethnicity
  - Conceptualize modernization of law and social institutions.
68. ***Research Methodology and Legal Writing (Core Paper-3)***:

See Paragraph 40 of the Template

69. ***Dissertation (Core Paper-4):***

See Paragraph 41 of the Template

**6.1.4 ELECTIVE PAPERS OF LLM IN HUMAN RIGHTS  
(TWO YEAR - FOUR SEMESTER)**

70. ***Criminal Justice System and Human Rights (Elective Paper-1):***

See paragraph 42 of the Template

71. ***International Human Rights Law (Elective Paper-2):***

See paragraph 44 of the Template

72. ***Enforcement Mechanisms of Human Rights (Elective Paper-3):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the importance of implementation of human rights
- Identify enforcement mechanism of the National and State Human Rights Commissions
- Describe the role of civil society and NGOs in the protection of human rights
- Analyze international measures for the protection of human rights

73. ***Human Rights and Constitutional Governance (Elective Paper-4):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the constitutional vision of social justice
- Describe the concept of secularism in India and its judicial interpretation
- Analyse the evolution of *Lokpal* and *Lokayukta* institution
- Conceptualize the scope of whistle blowing in constitutional governance
- Identify interpretative theories of constitutional construction

74. ***International Humanitarian Law (Elective Paper-5):***

See paragraph 49 of the Template

75. ***International Refugee Law and Internally Displaced Persons (Elective Paper-6):***

See paragraph 50 of the Template



76. ***Media and Human Rights (Elective Paper-7):***

See paragraph 65 of the Template

77. ***Human Rights Law and Basic Needs (Elective Paper-8):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Describe the merits and demerits of the rights-based theories
- Distinguish between value-based human rights and need-based human rights
- Explain the legal and administrative issues involved in raising the level of nutrition and improving public health
- Analyse the legal framework for poverty alleviation
- Identify the actions taken for free and compulsory education.

78. ***Women and Human Rights (Elective Paper-9):***

See paragraph 51 of the Template

79. ***Science, Technology and Human Rights (Elective Paper-10):***

See paragraph 46 of the Template

80. ***Regional Conventions on Human Rights (Elective Paper-11):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the characteristics of the European Convention on Human Rights and Fundamental Freedoms
- Describe the power and functions of the Inter-American Court on Human Rights
- Distinguish between human rights and people's rights under the African Charter on Human and People's Rights
- Analyse the social and economic rights under the European system of human rights
- Explain the provisions of the Arab Charter on Human Rights

81. ***Social Movement and Human Rights (Elective Paper-12):***

See paragraph 57 of the Template

82. ***Business and Human Rights (Elective Paper-13):***

See paragraph 58 of the Template

83. ***Trade, Development and Human Rights (Elective Paper-14):***

See paragraph 63 of the Template

84. ***LGBTQ and Human Rights (Elective Paper-15):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the history of human rights as a concept
- Apply a gendered lens to the social world that integrates sexual minorities
- Read, write, and speak comfortably about theoretical writings
- Understand key topics in LGBTQ and human rights in a multifaceted way
- Explore how human rights are used as a discourse in policy and campaigning
- Conduct careful, rigorous research on human rights and LGBTQ issues

85. ***Environment and Human Rights (Elective Paper-16):***

See paragraph 54 of the Template

86. ***Human Rights, Equality and Inclusion (Vulnerable Groups – SC, ST, OBC, Disabled, Elderly Persons, Minorities and Workers): (Elective Paper-17):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the concept of human rights empowerment and policy of inclusion
- Identify social taboos regarding the disabled persons
- Describe the national policy for senior citizens in India
- Recognize the importance of International Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic minorities
- Analyse rights of workers and disputes settlement mechanism under the labour laws in India

87. ***Human Rights in Religious and Cultural Traditions : (Elective Paper-18):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Identify some of the religious and cultural traditions as violative of human rights
- Describe international and regional human rights framework relating to religious and cultural traditions

- Explain legal and policy framework in India for the protection of human right in cultural context
  - Draw an interaction between human rights norms, religion and culture
88. ***Sexual and Reproductive Health and Human Rights (Elective Paper-19)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Describe reproductive health in international perspective and UN Millennium Development Goals, focusing on maternal and infant health
  - Explain awareness about birth control and its consequences for reproductive health
  - Analyze reproductive rights and consequences of sexually transmitted infections including HIV
  - Describe mental illness relating to reproduction and sexuality
  - Identify human rights issues subject to research for policy change (evidence based policy)
  - Recognize analytical framework and a methodological, interdisciplinary approach to gender and health dimensions in human rights.
  - Identify major data sources for global health cross-country comparisons.
89. ***Health and Human Rights (Elective Paper-20)***:
- See paragraph 60 of the Template
90. ***Children and Human Rights (Elective Paper-21)***:
- See paragraph 55 of the Template
91. ***Human Rights and Terrorism (Elective Paper-22)***:
- See paragraph 64 of the Template
92. ***Human Rights and Sports Law (Elective Paper-23)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:
- Sports Law and Human Rights afford valuable opportunities to study a diverse range of challenging theoretical and practical legal and human rights issues within an interesting and highly topical setting

- Analyze sports as a business from human rights angle, not as a fan.
- Learn the basic principles of human rights of labour .
- Understand importance of media rights and new technologies.

93. ***Rights to Information and Human Rights (Elective Paper-24)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Describe how right to information is important for good governance
- Analyse right to information under the Indian Constitution
- Explain provision about information related to third party
- Identify right to information under International Conventions
- Explain voter's right to know as a right to information
- Describe appeals under right to information law

#### **6.1.5 CORE PAPERS OF LLM IN HUMAN RIGHTS (ONE YEAR – TRIMESTER)**

94. ***International Human Rights Law (Core Paper-1)***:

See paragraph 44 of the Template

95. ***Research Methods and Legal Writing (Core Paper-2)***:

See paragraph 40 of the Template

96. ***Dissertation (Core Paper-3)***:

See paragraph 41 of the Template

#### **6.1.6 ELECTIVE PAPERS OF LLM IN HUMAN RIGHTS (ONE YEAR – TRIMESTER)**

97. ***Criminal Justice System and Human Rights (Elective Paper-1)***:

See paragraph 42 of the Template

98. ***Science, Technology and Human Rights (Elective Paper-2)***:

See paragraph 46 of the Template

99. ***International Humanitarian Law (Elective Paper-3):***  
See paragraph 49 of the Template
100. ***International Refugee Law and Internally Displaced Persons (Elective Paper-4):***  
See paragraph 50 of the Template
101. ***Women and Human Rights (Elective Paper-5):***  
See paragraph 51 of the Template
102. ***Environment and Human Rights (Elective Paper-6):***  
See paragraph 54 of the Template
103. ***Children and Human Rights (Elective Paper-7):***  
See paragraph 55 of the Template
104. ***Working Class and Human Rights (Elective Paper-8):***  
See paragraph 56 of the Template
105. ***Social Movement and Human Rights (Elective Paper-9):***  
See paragraph 57 of the Template
106. ***Business and Human Rights (Elective Paper-10):***  
See paragraph 58 of the Template
107. ***Media and Human Rights (Elective Paper-11):***  
See paragraph 65 of the Template
108. ***Minorities and Human Rights (Elective Paper-12):***  
See paragraph 61 of the Template
109. ***Trade, Development and Human Rights (Elective Paper-13):***  
See paragraph 63 of the Template
110. ***Human Rights and Terrorism (Elective Paper-14):***  
See paragraph 64 of the Template

111. ***Human Rights Protection in India (Elective Paper-15)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the importance of implementation of human rights
- Identify enforcement mechanism of the National and State Human Rights Commissions
- Describe the role of civil society and NGOs in the protection of human rights
- Analyze constitutional measures for the protection of human rights

112. ***Gross Human Rights Violations, Reconciliation and Truth Commission (Elective Paper-16)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- By studying the course the student begins to understand the real world where human rights are grossly violated in dictatorial and military regimes;
- He/ she is able to understand the impact of gross violations on economic developments, law and order in the society;
- Learner examines the methods of torture, extrajudicial killings adopted and practiced by states to silence the political opponents of governments, which led international community to adopt Convention against Torture and Convention against Forced and Involuntary Disappearance
- (iv)Learns about the evolution of Truth and Reconciliation Commissions and their impact on post conflict peacebuilding efforts.

113. ***Health and Human Rights (Elective Paper-17)***:

See paragraph 60 of the Template

114. ***Regional Conventions on Human Rights (Elective Paper-18)***:

See paragraph 80 of the Template

115. ***Human Rights of Dalits and Tribes (Elective Paper-19)***: Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Identify social taboos regarding Dalits and Scheduled Tribes
- Conceptualize social justice in the context of Dalits and tribes

- Analyse the role of National Commissions for Scheduled Castes and Scheduled Tribes in the upliftment of socio-economic conditions of these disadvantaged people
- Explain constitutional safeguards for Dalits and Tribes
- Describe statutes relating to Dalits and Tribes

116. ***Human Rights Law and Basic Needs (Elective Paper-20):***

See paragraph 77 of the Template

**6.1.7 CORE PAPERS OF MA IN HUMAN RIGHTS  
(TWO YEAR – FOUR SEMESTER)**

117. ***Historical and Philosophical Perspectives on Human Rights (Core Paper-1):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain historical foundation of human rights and duties
- Describe the philosophical contribution of BR Ambedkar to the development of human rights
- Distinguish between the first, second and third generation of human rights
- Identify fundamental principles of ethical belief and duties
- Conceptualize the concept and classification of human duties and responsibilities

118. ***Human Rights in India (Core Paper-2):*** Examples of course learning outcomes that a student of this course is required to demonstrate are indicated below:

- Explain the structure of communal violence and fake encounters
- Describe violation of civil rights and restrictive Acts like PDA, MISA and NSA
- Identify contemporary issues on human rights in India
- Conceptualize social dimension of human rights in India
- Describe the role of judiciary in protecting and upholding human rights

119. ***Research Methods and Report Writing (Core Paper-3):***

See paragraph 40 of the Template

120. ***Dissertation (Core Paper-3):***

See paragraph 41 of the Template

**6.1.8 ELECTIVE PAPERS OF MA IN HUMAN RIGHTS**  
**(TWO YEAR – FOUR SEMESTER)**

121. ***Criminal Justice System and Human Rights (Elective Paper-1):***

See paragraph 42 of the Template

122. ***Science, Technology and Human Rights (Elective Paper-2):***

See paragraph 46 of the Template

123. ***Women and Human Rights (Elective Paper-3):***

See paragraph 51 of the Template

124. ***Disabled Persons and Human Rights and Duties (Elective Paper-4):***

See paragraph 53 of the Template

125. ***Environment and Human Rights (Elective Paper-5):***

See paragraph 54 of the Template

126. ***Protection of Refugees and Internally Displaced Persons (Elective Paper-6):***

See paragraph 50 of the Template

127. ***Rights of Children: Global and National Perspectives (Elective Paper-7):***

See paragraph 55 of the Template

128. ***Working Class and Human Rights (Elective Paper-8):***

See paragraph 56 of the Template

129. ***Social Movement in India and Human Rights (Elective Paper-9):***

See paragraph 57 of the Template

130. ***Business and Human Rights (Elective Paper-10):***

See paragraph 58 of the Template

131. ***Gross Human Rights Violations, Reconciliation and Truth Commission (Elective Paper-II):***

See paragraph 112 of the Template



132. ***Media and Human Rights (Elective Paper-12):***

See paragraph 65 of the Template

133. ***Minorities and Human Rights (Elective Paper-13):***

See paragraph 61 of the Template

134. ***Trade, Development and Human Rights (Elective Paper-14):***

See paragraph 63 of the Template

135. ***Human Rights and Terrorism (Elective Paper-15):***

See paragraph 64 of the Template

136. ***Human Rights in Religious and Cultural Traditions : (Elective Paper-16):***

See paragraph 87 of the Template

137. ***Human Rights of Dalits and Tribes (Elective Paper-17):***

See paragraph 115 of the Template

138. ***International Human Rights (Elective Paper-18):***

See paragraph 44 of the Template

139. ***Human Rights and Good Governance (Elective Paper-19):***

See paragraph 73 of the Template

140. ***Regional Conventions on Human Rights (Elective Paper-20):***

See paragraph 80 of the Template

## **6.2 Contents of Each Course**

### **6.2.1 FOUR SEMESTER LLM (HUMAN RIGHTS AND DUTIES EDUCATION) TWO YEAR DEGREE COURSE OF STUDY**

#### **141. Core Paper - 1 : HUMAN RIGHTS AND DUTIES JURISPRUDENCE**

1. Concept of Rights
  - (a) Meaning, Nature and Definition
  - (b) Classification of Rights
  - (c) Relationship between Rights and Duties
2. Concept of Human Rights
  - (a) Historical Background
  - (b) Theories: Traditional and Modern
  - (c) Principles
3. Concept of Human Duties
  - (a) Moral and Ethical
  - (b) Social and Economic
  - (c) Political and Cultural
4. Dialectics of Human Rights
  - (a) Universal verses Cultural Relativism
  - (b) Basic needs versus Value - Based
  - (c) Individualism versus Collectivism
5. Emerging Concept of Human Rights
  - (a) Human Rights : Human Sufferings
  - (b) Human Rights Movements and Human Rights Markets
  - (c) Emergence of an Alternative Paradigm : Trade Related Market Friendly Human Rights

**142. Core Paper – 2: HUMAN DUTIES, RESPONSIBILITIES AND ITS EFFECTUATION**

1. Concept of Human Duty; Values of Humanism-Justice, Liberty, Equality, Fraternity and Human Dignity.
2. Evolution of Human Duties and Responsibilities- Ancient, Medieval and Modern era.
3. Human Duties in India; Duties under different religions; Duties towards self (body and mind), family, society, nation and human being.
4. Fundamental Duties under the Indian Constitution; Analysis of Fundamental Duties and its justiciability.
5. Enforcement of Fundamental Duties; Judicial pronouncements; Justice Verma Committee Report; Other statutory provisions
6. Changing dimension of Fundamental Duties.

**143. Core Paper - 3 : RESEARCH METHODOLOGY AND LEGAL WRITING**

1. Introduction: Meaning and objectives of Research; kinds of Research; Criteria of good Research; Problems of Researchers in India.
2. Formulation of the Research Problem
3. Research Methodology : Importance of Research Methodology, Procedural guidelines regarding the Research Process; Defining the Research problem; Survey of the Literature; Working Hypothesis; Preparation of Research Design, Determination of Sample design collection of Data; Observation, Personal Interviews; Questionnaires & Schedules; Analysis of Data; Test of Hypothesis; Preparation of the Report.
4. Use of computer and Information Technology.
5. Formulation of one Research Problem; Involvement of Research Methodology; Preparation of Research Project Work.

**144. CORE PAPER - 4 : DISSERTATION**

**145. Elective Paper – 1 : CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS AND DUTIES**

1. Historical, Philosophical and Social Perspective

2. Conceptual perspective:
  - (a) Concept of crime and criminal liability
  - (b) Offences involving Human Rights
  - (c) Role of Criminal Justice System
3. Human Rights Problems:
  - (a) Police Atrocities and Accountability
  - (b) Violence against Women and Children
  - (c) Communal Violence
  - (d) Terrorism and Insurgency
4. Rights to Accused:
  - (a) Ex post facto law
  - (b) Double Jeopardy
  - (c) Protection against Self Incrimination
  - (d) Production before Magistrate
  - (e) Fair Trial
  - (f) Speedy Trial
  - (g) Appeal
5. Rights of Inmates of Prison and Custodial Homes:
  - (a) Protection and Reformatory Homes
  - (b) Prison
6. Rights to Legal Aid and Access to Justice
7. Compensation to victims of crime
8. Punishment and Human Rights
9. Administration of Criminal Justice:

- (a) Ordinary courts
  - (b) Special Courts
  - (c) District Human Rights Courts
  - (d) Nyaya Panchyats
10. International Perspectives:
- (a) International Crimes and role of Interpol
  - (b) International Cooperation in combating of Trans-national Organized crimes and International terrorism – Palermo Convention on Transnational Organized Crime, 2000 ; Convention Against Illicit Trafficking In Narcotics and Psychotropic Substances, 1988-90
  - (c) Extradition and Mutual Assistance in Criminal Proceedings
  - (d) International Criminal Courts, Rome Statute, 1998
  - (e) International Norms on Administration of Criminal Justice

**146. Elective Paper – 2 : EMERGING DIMENSION OF HUMAN RIGHTS AND DUTIES**

1. Inter-relativity of Human Rights and Duties; Need of spelling out Human Duties and Eternal Human values.
2. Diverse perspective of Human Rights; Evolution of rising aspirations and need of the people
3. Challenging problems in the areas of the rights of Women, Children, Disabled and the Aged people; Freedom from sexual discrimination and harassment.
4. Freedom from Torture; Anti-terrorist laws and human rights
5. Right to live with Human Dignity; Basic need of food, water, housing, health and Education.
6. Universal entitlement of the people to democracy as a legitimate form of government; Good governance.

**147. Elective Paper – 3 : INTERNATIONAL HUMAN RIGHTS LAW**

1. Protection of Individual in International Law
  - (a) Concern of International Law
  - (b) League of Nations and Human Rights Protection
  - (c) UN Charter and Human Rights System
2. Universal Declaration of Human Rights
  - (a) Making of the Declaration
  - (b) Structure and Process of UDHR
  - (c) Legal Significance
3. International Covenant on Civil and Political Rights
  - (a) Structure and Process of ICCPR
  - (b) Human Rights Committee : Power and Functions
4. International Covenant of Economic, Social and Cultural Rights
  - (a) Structure and Process of ICESCR
  - (b) Implementation of ICESCR
5. European Convention on Human Rights and Fundamental Freedoms
  - (a) Structure and Process of ECHR
  - (b) European Court on Human Rights
  - (c) European Social Charter
6. Inter-American Convention on Human Rights
  - (a) Structure and Process of IACHR
  - (b) Inter-American Court on Human Rights
  - (c) El Salvador Protocol
7. African Charter on Human and People's Rights

**148. Elective Paper – 4 : SOCIETAL ISSUES OF HUMAN RIGHTS IN INDIA**

1. Concept and Approaches  
(a) Societal problems and human rights, (b) Theoretical Approaches
2. Social Problems:  
(a) Problems of hierarchy: scheduled castes, scheduled tribes, minorities, (b) Population explosion, (c) Casteism
3. Economic Issues  
(a) Poverty and Unemployment, (b) Corruption, Consumer rights, (c) Sustainable Development
4. Health Problems: Negligence, Mismanagement, Lack of access to public health care, Environmental degradation

**149. Elective Paper – 5 : SCIENCE, TECHNOLOGY AND HUMAN RIGHTS AND DUTIES**

1. Introduction:  
(a) Positive Role of Science & Technology, (b) Negative role of Science & Technology
2. Rights to Human Dignity:  
(a) Developments in Bio-technology: Human Cloning, Foeticide, Abortion, In-Vitro Fertilization and Surrogate Parenthood; Organ Transplantation and Sale of Human Organs  
(b) Computer Crime, Pornography Online  
(c) Rights to Die in Dignity and Peace : Euthanasia
3. Freedom From Torture: New Torture Technologies Such As Electric Shock, Trauma-Inducing Drugs and Psychotropic Substances
4. Impact of Biotechnology:  
(a) Food Production and food Security,  
(b) Food Management and Storage

5. Right to Health:
  - (a) Improvement of Individual and Community Health and Hygiene
  - (b) Experiments on Human Being

**150. Elective Paper – 6 : ELDERLY PERSONS AND HUMAN RIGHTS AND DUTIES**

1. Conceptual Perspective
  - (a) Poverty, Illiteracy and breakdown of old social and family institutions
  - (b) Impact of improvements in the health care on morality
  - (c) Social taboos regarding the disabled
2. Protection of the Elderly Persons under the Indian Legal System
  - (a) Constitutional Framework : Fundamental Rights, Directive Principles and Fundamental Duties.  
Mental Health Act, 1987;
    - Central and State Authorities for Mental Health Services
    - Establishment and Maintenance of Psychiatric Hospitals and Psychiatric Nursing Houses
    - Administration and Detention in Psychiatric Hospitals and Psychiatric Nursing Houses.
3. International Norms for Protection of the Elderly Persons
  - (a) Declaration on the Mentally retarded persons, 1971
  - (b) Second World Assembly on the Ageing
4. Vienna International Plan of Action on Ageing

**151. Elective Paper – 7 : HUMAN RIGHTS AND DUTIES LAW IN INDIA**

1. Right to Equality; Special provisions for weaker sections of the society; Reservation policy under the Constitution.
2. Right to Freedom of Speech and Expression; Reasonable Restrictions; Freedom of Press; Right to Information.



3. Right to Life and Personal Liberty; New dimension; Judicial approach
4. Secularism and Freedom of Religion
5. Emerging regime of new human rights in India; Reading Directive Principles of State Policy and Fundamental Duties into Fundamental Rights
6. Implementation and Enforcement Mechanism; Remedies provided by the judiciary; National Human Rights Commission - Powers and Functions.
7. Fundamental Duties: Article 51-A; Concept of Duty; Need of Fundamental Duties; Enforcement and Effectuation of Fundamental Duties.

**152. Elective Paper – 8 : INTERNATIONAL HUMANITARIAN LAW**

1. Introduction: Nature; Basic Principles; Historical Development since 1899
2. Protection of Victim of War - Wounded; Sick; Shipwrecked; and Prisoners of War
3. Implementation of International Humanitarian Law
4. Role of the International Committee of the Red Cross in Implementation of International Humanitarian Law

**153. Elective Paper – 9 : INTERNATIONAL REFUGEE LAW AND INTERNALLY DISPLACED PERSONS**

1. Introduction: Determination of Refugee Status under the Refugee Convention of 1951 and Protocol of 1967
2. Human Rights of the Refugees
3. Solution to Refugee Problem:
  - (a) Resettlement in Third Country, (b) Local Integration, (c) Voluntary or Forced Repatriation, (d) Comprehensive Responses
4. Contemporary Developments in Refugee Law :
  - (a) International Burden Sharing, (b) International Safe Countries Burden, (c) Temporary Protection, (d) Environmental refugees, (e) Safety Zones
5. Internally Displaced Persons : UN Guiding Principles on Internal Displacement 1998
6. Refugee Law and Policy in India

#### 154. Elective Paper – 10 : WOMEN AND HUMAN RIGHTS AND DUTIES

1. Status of Women in contemporary Indian Society:
  - (a) Poverty, illiteracy, lack of independence, oppressions social customs and gender justice.
  - (b) Violence against and abuse of women in public and private domains; Domestic violence, sexual harassment.
2. International Norms for protection of Women.
  - (a) UN convention on the Elimination of all forms of Discrimination against Women
  - (b) Convention on the Nationality of Married Women
3. Political Rights of Women : Convention on the Political Rights of Women
  - (i) Universal suffrage, (ii) Equal Right to Vote, (iii) Equal Right to be Elected, (iv) Equal Right to hold Public Office
4. Constitution of India and the Status of Women
  - (a) Equality provisions in Fundamental rights and Directive Principles
  - (b) Special provisions for the protection of women Article 15(3), Article 39(d) & (e), Article 42, Articles 243-D & 243-T
5. Special Laws for Protection of Women
  - (a) Prevention of Immoral Traffic Act, 1956
  - (b) Indecent Representation of Women (Prohibition) Act, 1986
  - (c) Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994.
  - (d) Medical Termination of Pregnancy Act, 1971
  - (e) Maternity Benefit Act, 1961
  - (f) Equal Remuneration Act, 1976
  - (g) Dowry Prohibition Act, 1961

- (h) Provisions Relating to Women Specially under IPC : Rape, Dowry Death, Cruelty by Husband or Relatives of Husband.

**155. Elective Paper – 11 : UNITED NATIONS AND HUMAN RIGHTS AND DUTIES**

1. International Concern for Human Rights Protection
  - (a) Anti-Slave Trade treaties, ILO and Labour welfare, Nazi and Fascist atrocities and totalitarianism
  - (b) International Military Tribunals for trial of major war criminals
2. United Nations Concern for Human Rights Protection
  - (a) State Obligation under UN Charter
  - (b) Development of Normative order
3. Issues of International Accountability
  - (a) State Sovereignty (Domestic Jurisdiction), Principle of Non-Intervention
  - (b) Rule of Exhaustion of local remedies
  - (c) Problems of cooperation between states : Extradition, Asylum

**156. Elective Paper – 12 : DISABLED PERSONS AND HUMAN RIGHTS AND DUTIES**

1. Conceptual Perspective
  - (a) Poverty, Illiteracy and breakdown of old social and family institutions
  - (b) Impact of improvements in the health care on morality
  - (c) Social taboos regarding the disabled
2. Protection of the Disabled under the Indian Legal System
  - (a) Constitutional Framework : Fundamental Rights, Directive Principles and Fundamental Duties.
    - (i) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 : Chapters IV to VIII
    - (ii) Mental Health Act, 1987;

- Central and State Authorities for Mental Health Services
  - Establishment and Maintenance of Psychiatric Hospitals and Psychiatric Nursing Houses
  - Administration and Detention in Psychiatric Hospitals and Psychiatric Nursing Houses.
3. International Norms for Protection of the Disabled
- (a) UN Declaration on the Rights of the Disabled Persons, 1975
  - (b) Declaration on the Mentally retarded persons, 1971

**157. Elective Paper – 13 : ENVIRONMENT AND HUMAN RIGHTS AND DUTIES**

1. International Perspective: Stockholm Conference, Rio de Janeiro Conference, Johannesburg Conference
2. Constitutional Perspective
  - (a) Fundamental Rights : Right to Clean Environment, Education and Compensation
  - (b) Directive Principle of State Policy and Fundamental duties
  - (c) Legislative Powers
3. Environment Pollution and Legal Order
 

The Water Act, 1974 and the Air Act 1981

  - (a) Regulatory Authorities and their Powers & Functions
  - (b) Pollution Control Measures
  - (c) Remedies
4. Environment Protection and Legal Order
  - (i) Environment (Protection) Act, 1986
    - (a) Regulatory authorities and their powers and functions
    - (b) Environment Protection Measures
    - (c) Remedies

- (ii) Environment Impact Assessment Notification, 1994 and Public Hearing Notification, 1997
- 5. Principles of Environment Protection : National Perspective
  - (a) Polluter Pays Principles : Absolute Liability of Hazardous Industries
  - (b) Precautionary Principle
  - (c) Public Trust Doctrines
  - (d) Sustainable to Development
- 6.
  - (a) Industrial Disaster with special reference to the rights of victims of such disasters
  - (b) Mega Projects with special reference to displacement and rehabilitation of the affected persons

**158. Elective Paper – 14 : CHILDREN AND HUMAN RIGHTS AND DUTIES**

- 1. International Norms for Protection of the Child
  - (a) UN Declaration of the Rights of the Child 1959, UN Convention on the Rights of the Child 1989
- 2. Indian Constitution and the Protection of Child
  - (a) Fundamental Rights and Directive Principles of State Policy,
  - (b) Government of India's National Policy for Children, 1974
- 3. Protection Against Economic Exploitation:
  - (a) ILO Convention on Restriction and Prohibition on Child Labour including ILO Convention on Child Labour, 1999
  - (b) Child Labour (Protection and Regulation), Act, 1986.
- 4. Protection Against Sexual Exploitation
  - (a) Child Prostitution, Prevention from abduction, sale and Immoral Trafficking.
- 5. Juvenile Justice System :
  - (a) Juvenile Justice (Care and Protection of Children) Act, 2000.

- (b) UN Standard Minimum Rules for the Administration of Juvenile (The Beijing Rules) 1985

**159. Elective Paper – 15 : WORKING CLASS AND HUMAN RIGHTS AND DUTIES**

1. Conceptual Issues:
  - (a) Definition
  - (b) Classification
  - (c) Work Culture and Welfare Measures
  - (d) Industrial Conflicts and Insecurity
2. State Ideology and Status of Working Class
  - (a) Working Class movement
  - (b) From Laissez Faire to Welfare state
  - (c) Privatization to Globalization
  - (d) Impact of Technological Development
3. International Standards
  - (a) Role of ILO to improve labour conditions
  - (b) ILO Core Labour Standards
  - (c) WTO-Impact on labour
  - (d) ILO and Child Labour
  - (e) ILO and Women workers
  - (f) Social Clause debate and WTO
4. Indian Framework
  - (a) Constitutional Protection
  - (b) Worker's Rights - Right to form Association; Right to Strike; Trade unionism and development, Right to Social Security, Maternity Benefit, Accident, Health Hazards

- (c) Problems of Bonded Labour, Child Labour, and Workers in unorganized sectors
- 5. Conflicting Rights : Worker's benefits vs. Employer's inconvenience
  - (a) Industrial Discipline, Lock out and Closure
  - (b) Worker's Participation in Management
  - (c) Work Culture and Welfare Measures
  - (d) Retrenchment, Termination and Displacement
  - (e) Industrial Conflicts and Insecurity
  - (f) Dispute settlement mechanisms under Industrial Disputes Act

**160. Elective Paper – 16 : SOCIAL MOVEMENTS AND HUMAN RIGHTS AND DUTIES**

- 1. Conceptual Perspective
  - (a) Concept of Social Movement, (b) Types of Social Movement, (c) Ideology, Organization, (d) Mobilization Leadership
- 2. Reform Movements and Human Rights
  - (a) Brahmo Samaj and Arya Samaj Movement, (b) Dalit Movement, (c) Feminist Movement
- 3. Political Movement and Human Rights
  - (a) Freedom Movement, (b) Peasant Movement, (c) Trade Union Movement, (d) Student Unrest
- 4. Ecological Movement
  - (a) Chipko Movement, (b) Narmada Bachao Movement

**161. Elective Paper – 17 : BUSINESS AND HUMAN RIGHTS**

- 1. Foundations of Human Rights
- 2. Role of Business, UN Debate on Business and HR, Guiding Principles and Proposed New Treaty.
- 3. Standard Setting Challenge.

4. Business and Human Rights Conduct-Reporting.
5. Human Rights and Security.
6. Information & Communication Technology.
7. Socially Responsible Investing.
8. Human Rights issues in Construction.

**162. Elective Paper – 18 : PEOPLE’S RIGHT TO SELF-DETERMINATION**

1. Conceptual Perspective:
  - (a) Meaning of Self-Determination
  - (b) External and Internal Self-Determination, New Dimensions and Emerging Debates
2. Origin and Development of the Concept:
  - (a) Theories of Self-Governance : Kant, Locke, Rousseau and Marx; Proponents of Pluralism: Maciver and Laski, Mahatma Gandhi, Issues of Legitimacy of State and Forms of Governance
3. Historical Perspective:
  - (a) Age of Colonial Empire : Nationalism and Statehood
  - (b) Emergence of the Principle of Self-Determination : Mandate Territories, Trust Territories, Non-Self Governing States : Debate concerning Domestic Jurisdiction and the People’s right of Self-Determination
4. Self-Determination in International Relation:
  - (a) Common Article 1 of the International Covenants on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights
  - (b) UN Declaration on the Granting of Independence to Colonial Countries and Peoples



- (c) UN Declaration on the Principles of International Law Concerning Friendly Relations and Cooperation Among States in Accordance with the Charter of the United Nations
- (d) Charter of Economic Rights and Duties of States

**163. Elective Paper – 19 : HEALTH AND HUMAN RIGHTS**

1. Concept and Meaning of Health
2. Health as Human Right
3. Constitutional Perspective on health as fundamental right
4. Rights of patient and in particular that of HIV and AIDs patient
5. International measures for the protection of persons with mental illness and for the improvement of mental health care
6. National Health policy of India
7. Impact of health policies, programmes and practices on human rights
8. Duties of doctor and hospitals

**164. Elective Paper – 20 : MINORITIES AND HUMAN RIGHTS AND DUTIES**

1. Conceptual Perspective :
  - (a) Historical, Philosophical and Social Perspectives
  - (b) Minorities as a Socio-Economic-Religious-Linguistic Concept; Regional Minorities
2. Rights and Duties of Minorities in India :
  - (a) Constitutional Framework: (i) Fundamental rights; Directive Principles of State policy, (ii) Special Provisions under Indian Constitution
  - (b) Special Laws and Policies : (i) National Commission for Minorities Act 1992, (ii) Caste (Disabilities Removal) Act 1950, (iii) Policy of Secularism and politics of minorities
3. Institutional Mechanisms:
  - (a) Non-Governmental Organizations, (b) Information Media

4. International Protection of Minorities :
  - (a) Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistics Minorities Act 1992; Racial Discrimination Convention 1965;
  - (b) UN Sub-Commission on Minorities; Committees under the Racial discrimination Convention.

**165. Elective Paper – 21 : SOCIALLY AND ECONOMICALLY DISADVANTAGED PEOPLE AND HUMAN RIGHTS AND DUTIES**

1. Philosophical and Social Perspectives
  - (a) Role of Social Reformers : Gandhi, Ambedkar and Others
  - (b) Socio-Economic thoughts of Marx and Amartya Sen
  - (c) Identification of Disadvantaged People
  - (d) Economic and Social Inequalities : Land Rights, Rural Indebtedness; Impact of Forest Law on Tribal Community; Bonded Labour; Issues of Human Dignity
2. Constitutional Protection :
  - (a) Fundamental Rights and Directive Principles of State Policy
  - (b) Special Protection under the Indian Constitution
3. Laws and Polices:
  - (a) Protection of Civil Rights Act 1955; Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989, Employment of Manual Scavenges and Construction of Dry Latrines (Prohibition) Act 1999.
  - (b) Policies of Reservations, Special Drives and Schemes
4. Institutional Mechanisms
  - (a) National Commissions, State Commissions, (b) Non-Governmental Organizations, (c) Information Media
5. International Norms Relating to Tribal and Other Indigenous Groups

## **166. Elective Paper – 22 : TRADE, DEVELOPMENT AND HUMAN RIGHTS**

1. Role of Human Rights in Development
  - (a) Theories of Development
  - (b) Vision of New International Economic Order
  - (c) Development and Trade off on Human Rights
2. International Trade and Development
  - (a) From ITO to WTO
  - (b) WTO - Implications to Third World
  - (c) Role of Unfair terms of trade in human rights violations
  - (d) Trade-related Intellectual Property Rights
3. Role of Transnational Corporations in Trade and Development
  - (a) TNCs and their functioning
  - (b) Monopolies and right to development
  - (c) From consumer rights to human rights
4. Trade-related Sanctions for Human Rights Violations
  - (a) Social Clause debate
  - (b) Sanctions imposed by unilateral / bilateral trade terms
  - (c) Regulation of TNCs
  - (d) Impact of GATT-WTO
5. Trade, Human Rights and Question of Sovereignty
  - (a) National Control over international trade
  - (b) Code of Conduct and TNCs
  - (c) Sovereign States and people's rights: Issues of economic sovereignty
  - (d) Human rights standards and international trade

**167. Elective Paper – 23 : HUMAN RIGHTS AND TERRORISM**

1. Definition of Terrorism; Core Elements. Permanent Emergency, One view of international cooperation.
2. Relationship between Human Rights and Counter-Terrorism
3. Socio-Economic Rights and Terrorism
4. Torture
5. Extraordinary Rendition, Enforced Disappearance.
6. Counter-Terrorism and Transnational Armed Conflicts
7. Targets of Counter-Terrorism
8. Criminalizing Terrorism and related acts under international law
9. Counter-Terrorism Measures.

**168. Elective Paper – 24 : MEDIA AND HUMAN RIGHTS AND DUTIES**

1. Freedom of Speech and Expression, constitutional restrictions and Freedom of Press
2. General laws applicable to media: Libel, Defamation, National Security, Public Order, Contempt of Court, Parliamentary privileges and Censorship
3. Specific laws: Print Media laws, Broadcasting laws
4. Role of Media in the promotion and protection of human rights
5. Social Media: Debate on freedom of expression and violation of human rights
6. Press Council, Prasar Bharati, Registrar of Newspapers, TDSAT, TRAI: Constitution, Function and Procedure, Challenges of Media trial

**6.2.2 FOUR SEMESTER LLM IN HUMAN RIGHTS TWO YEAR DEGREE COURSE OF STUDY**

**169. Core Paper - 1 : CONSTITUTIONAL LAW OF INDIA: NEW CHALLENGES**

1. Preamble, state, law, concept and nature of fundamental rights
2. Rights to Equality, Right to Freedom

3. Rights against Exploitation, Cultural and Educational Rights, Rights to Freedom of Religion
4. Constitutional remedies, Public interest litigation
5. Directive Principles of State Policy, Fundamental Duties
6. Federalism, Legislative relations between Centre and State
7. Judiciary, judicial review and judicial activism

**170. Core Paper - 2 : LAW AND SOCIAL TRANSFORMATION IN INDIA**

1. Law and social transformation theoretical analysis - Models of social transformation, Law as an instrument of social transformation-Historical and social discourse, Constitution's orientation and response to social transformation, Democracy and social transformation, Constitutionalism and social transformation
2. Language and the law - Language as a divisive factor, Constitutional recognition of linguistic pluralism, Constitutional guarantees to linguistic minorities, Non discrimination on the ground of language.
3. Community and the law – Caste as a divisive factor, Non-discrimination on the ground of caste, Protective discrimination, Affirmative action, Reservation
4. Religion and the law – Religion as a divisive factor, Freedom of religion and non discrimination on the basis of religion under Indian Constitution, Regionalism and the – Impact of multiculturalism and ethnicity, Constitutional safeguards against regional barriers, Equality in matters of employment
5. Modernization and the law – Modernization as a value, Modernization of social institutions through law, Public interest litigation, ADR system, *Lok Adalats*, Democratic decentralization and local self government.

**171. Core Paper - 3 : RESEARCH METHOD AND LEGAL WRITING**

See Paragraph 143 of the Template

**172. Core Paper - 4 : DISSERTATION**

**173. Elective Paper - 1 : CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS**

See Paragraph 145 of the Template

**174. Elective Paper - 2 : INTERNATIONAL HUMAN RIGHTS LAW**

See Paragraph 147 of the Template

**175. Elective Paper - 3 : ENFORCEMENT MECHANISMS OF HUMAN RIGHTS**

1. Enforcement and protection mechanisms of human rights : Challenges
2. Role of judiciary
3. National Human Rights Commission: Composition, powers and function
4. Education, Non-governmental Organizations, Role of media
5. Enforcement of human rights at international level : ICCPR, ICESCR, CEDAW, CRC
6. Enforcement mechanism of human rights at regional level : ECHR, IACHR, ACHPR

**176. Elective Paper - 4 : HUMAN RIGHTS AND CONSTITUTIONAL GOVERNANCE**

1. The idea of constitutionalism; Interpretative theories of constitutional construction
2. Doctrine of separation of powers; Federalism
3. Concept of Ombudsman; Evolution of Indian models of Lokpal & Lokayukta institutions; Whistle blowing
4. Concept of secularism in India and its judicial interpretation
5. Concept of social justice; Protective discrimination under the Indian Constitution

**177. Elective Paper - 5 : INTERNATIONAL HUMANITARIAN LAW**

See Paragraph 152 of the Template

**178. Elective Paper - 6 : INTERNATIONAL REFUGEE LAW AND INTERNALLY DISPLACED PERSONS**

See Paragraph 153 of the Template

**179. Elective Paper - 7 : MEDIA AND HUMAN RIGHTS**

See Paragraph 168 of the Template

**180. Elective Paper - 8 : HUMAN RIGHTS LAW AND BASIC NEEDS**

1. Rights based theories-Merits and Demerits, Basic needs and Indian Constitution
2. Legal-framework for poverty alleviation; Land acquisition, Resettlement and Rehabilitation law
3. Food Security Law and Policy; Legal and administrative issues involved in raising the level of nutrition and improving public health
4. Provisions for free and compulsory education

**181. Elective Paper - 9 : WOMEN AND HUMAN RIGHTS**

See Paragraph 154 of the Template

**182. Elective Paper - 10 : SCIENCE, TECHNOLOGY AND HUMAN RIGHTS**

See Paragraph 149 of the Template

**183. Elective Paper - 11 : REGIONAL CONVENTIONS ON HUMAN RIGHTS**

1. European System : European Convention on Human Rights - Origin and history of the Convention, Rights guaranteed, Limits and derogations. Enforcement mechanisms - Role of European Commission on Human Rights (1953-1998); European Court of Human Rights; Complaints procedure: Individual and inter-state. European Social Charter – Substantive rights and implementation mechanism; European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment – Features and monitoring procedure.
2. Inter-American System : O.A.S. Charter System and American Declaration of the Rights and Duties of Man; American Convention on Human Rights- Substantive rights and implementation mechanism; Inter-American Commission on Human Rights and the Inter-American Court of Human Rights; Inter-American Convention on Forced Disappearance of Persons; Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women.
3. African System : African Charter on Human and Peoples' Rights- Individual and collective rights recognised; Individual duties; Implementation mechanism - African Commission on Human and Peoples' Rights; African Court on Human and Peoples

Rights – Organization, jurisdiction and procedure; African Charter on the Rights and Welfare of the Child – Rights recognised and implementation mechanism; Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa.

**184. Elective Paper - 12 : SOCIAL MOVEMENT AND HUMAN RIGHTS**

See Paragraph 160 of the Template

**185. Elective Paper - 13 : BUSINESS AND HUMAN RIGHTS**

See Paragraph 161 of the Template

**186. Elective Paper - 14 : TRADE, DEVELOPMENT AND HUMAN RIGHTS**

See Paragraph 166 of the Template

**187. Elective Paper - 15 : LGBTQ AND HUMAN RIGHTS**

1. Sexual minorities: Theoretical Explanation; sexual orientation and gender identity; List of common LGBTQ concept; Sexuality and cultural studies; Persecution to affirmation: Sexual minorities and human rights; Human rights based approach: Principles of openness, transparency, accountability, participation and non-discrimination; LGBTQ empowerment and workplace; Prejudice against LGBTQ people, LGBTQ inclusion policy.
2. Developments at the United Nations for LGBT rights as human rights; EU “Toolkit” to promote and protect the enjoyment of all human rights by LGBT people; International Bill of Human Rights and LGBTQ; Human rights campaign and LGBTQ; Human Rights Watch and LGBTQ; Human rights responses: Gender, sexuality, and immigrant rights.
3. Social networks and family; Legal instruments, Frameworks and recommendations marriage, Family life, Reproductive rights, Parenting and gender reassignment; HIV and other health issues; Honor-related violence; Right to privacy; Religious liberty, morality and ethical issues on gender expression.
4. Homosexuality and the laws in India: Constitution of India, Criminal law; Judicial interpretation of LGBTQ rights; LLGBTQ movements in India;



**188. Elective Paper - 16 : ENVIRONMENT AND HUMAN RIGHTS**

See Paragraph 157 of the Template

**189. Elective Paper - 17 : HUMAN RIGHTS, EQUALITY AND INCLUSION  
(VULNERABLE GROUPS, - SC, ST, OBC, DISABLED, ELDERLY PERSONS,  
MINORITIES AND WORKERS)**

1. Introduction : Philosophical and social perspectives on human rights protection of the vulnerable groups; Social taboos regarding SC, ST, OBC, Disabled persons, Elderly persons and minorities
2. Constitutional Protection : Fundamental rights and Directive Principles of State Policy; Special protection under Indian Constitution
3. Laws and policies: Protection of Civil Rights Act 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act 1999.
4. Institutional Mechanisms : National Commission, State Commissions, NGOs, Information Media
5. International norms relating to tribal and other indigenous groups
6. International norms for the protection of the elderly persons: Declaration on the Mentally Retarded Persons 1971, Second World Assembly on the Ageing, Vienna International Plan of Action on Ageing; National Plan on Senior Citizens in India
7. Protection of the disabled persons under Indian legal system : Constitutional framework, Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995; Mental Health Act, 1987
8. Rights and Duties of Minorities : Constitutional framework, Special laws and policies; International declaration on protection of the rights of minorities
9. Rights of the Working Class : Constitutional and statutory framework, problems of bonded labour, and workers in unorganized sectors.

**190. Elective Paper - 18 : HUMAN RIGHTS IN RELIGIOUS AND CULTURAL TRADITIONS**

1. Traditional and cultural societies and practices in India
2. Legal and policy framework related to religious and cultural practices
  - (a) International and regional human rights framework
  - (b) Domestic legal and policy framework for the protection of human rights in the context of cultural practices
3. Human rights abuse emanating from cultural and traditional practices
  - (a) Female genital mutilation
  - (b) Accusation of witchcraft against woman
  - (b) *Khap Panchayat* decision
  - (d) Child marriage
  - (e) *Sati* practice
  - (f) *Devadasi* system
  - (g) Love jehad
  - (h) Female infanticide
4. Other human rights violations associated with traditional practices: Murder, rape, torture; Restrictions on freedom of religion and freedom of movement
5. Interaction of human rights norms, religion and culture

**191. Elective Paper - 19 : SEXUAL AND REPRODUCTIVE HEALTH AND HUMAN RIGHTS**

1. Global reproductive health: Assessment, assurance, and advocacy ; Gender aspects of reproductive health ; 20th and 21st century events affecting conceptualizing reproductive health (e.g., Beijing, Cairo, MDGs); Millennium Development Goals 3-5 from Cairo and Beijing Conferences on Women's Health: Gender equality and women empowerment, reduction in child mortality, improvement maternal health; Safe

- motherhood and planned parenthood; International variations in approaches to family planning: Birth control methods, legal and illegal induced abortions; Globalization and women's work
2. Gender and sex : Childlessness ; Sex workers in developing and developed countries; Child brides; Immigrants, refugees, victims of war, victims of violence; Infertile couples in developing and developed countries; Reproductive tourism and surrogate mothers and reproductive rights; Controlled and supervised reproductive freedom; Homosexuals/trans-gendered individuals in developing and developed countries; Sexually transmitted infections, HIV/AIDS, and cervical cancer: Prevention, control, and treatment variations internationally; Mental illness related to reproduction and sexuality; Ethical and legal aspects.
  3. Social influences: Demeaning of women; Marriage; Ethnic identity, Religion ; poverty; unequal access to education, food, and health care; Violence; Maternal mortality, violence in conflict and refugee situations, effects of traditional practices; Adolescence: Vulnerability, fertility, sex trafficking, sexualized violence, rapes in Government institutions;
  4. Reproductive health, sexuality, maternity: Womanhood, sexuality, fertility through the life course, reproductive health, access to abortion; Aging and the end of life: Growing older; menopause, widowhood, access to services, end of life; Girls' childhood: Impact of poverty, access, traditional practices, child labor;

**192. Elective Paper - 20 : HEALTH AND HUMAN RIGHTS**

See Paragraph 163 of the Template

**193. Elective Paper – 21 : CHILDREN AND HUMAN RIGHTS**

See Paragraph 158 of the Template

**194. Elective Paper – 22 : HUMAN RIGHTS AND TERRORISM**

See Paragraph 167 of the Template

**195. Elective Paper – 23 : HUMAN RIGHTS AND SPORTS LAW**

1. History and Growth of Sports Law : Types of sports organizations; Structure and liabilities of international sports bodies and agencies: World Anti-Doping Agency (WADA), Federation International de Football Association (FIFA), International Cricket Council (ICC), International Olympic Committee (IOC), International Netball Federation (INF), International Federation of Sports Medicine, Commonwealth Games Federation, Asian Games Federation; Human rights violation in sports; Centre for Sports and Human Rights; Role of autonomous governing bodies and common international standards of human rights; International Convention against Doping in Sport 2005; Convention on the Manipulation of Sports Competitions.
2. Sports and Indian Constitution; Organisation and functions of Ministry of Youth Affairs and Sports; National Sports Federation; Indian sports policy: Code of conduct, policy for discipline, selection, conflict of interest, recruitment and awards, Sports injuries and issues of liability: potential liability, claim and compensation, risk assessment and insurance provisions; Freedom of transfer of players and respect of human rights; Harassment in sports and human rights: Harassment of woman and girl child in sports; Child trafficking, physical abuse peer violence and abuse in youth sports; Internal enquiries and investigations in sports; humanitarian and constitutional laws for prevention of gender harassment,
3. Media Rights: Branding and sponsorship rights, Broadcasting rights; Labour issues: working hours, wages, working conditions; Integrity in sports: Fighting against corruption, violence, doping, Illegal drugs and performance-Enhancing substances, drug testing, banned drugs, privacy issues, racism and other dangers threatening the future of sports institutional corruption, match fixing and betting.
4. Principles of law that underpin judicial oversight of sports; Dispute resolutions: ADR and court of arbitration for sport; Violence in sports: intentional torts and criminal acts of assault and battery, vicarious liability, negligence, defenses, Spectator injuries,, reputation and defamation; Competition Act 2002 Contract and trademark issues; Sports persons: Right to publicity, advertisements, endorsements, and marketing: Legal and human rights issues.

**196. Elective Paper – 24 : RIGHTS TO INFORMATION AND HUMAN RIGHTS**

1. Origin and concept of right to information, good governance and right to information
2. Rights to information under international conventions and declarations, Rights to information under regional instruments
3. Rights to information under Indian Constitution – Fundamental rights and rights to information: Judiciary and right to information
4. Rights to Information Act 2005 in India, Information related to the third party and protection of right, Appeals under right to information law.
5. Right to information and empowerment of the people, Voters' right to know

**6.2.3 TRIMESTER LLM IN HUMAN RIGHTS (ONE YEAR) DEGREE COURSE OF STUDY**

**197. Core Paper-1: INTERNATIONAL HUMAN RIGHTS LAW**

1. Historical Background : Magna Carta, development of natural rights, Developments in the 18th and the 19th centuries-American Declaration of Independence, Bill of Rights to the U.S. Constitution, French Declaration of Rights of Man and of the Citizen, Efforts to abolish slave trade and slavery, protect workers' Rights and concern for women's rights, Hague Conventions of 1899 and 1907, World War I, Woodrow Wilson's Fourteen Points, League of Nations, International Labour Organization, Minority treaties with newly created states, World War II, Holocaust, Nuremberg Trial, Freedom struggle in India
2. UN Charter, Universal Declaration of Human Rights, International Covenants (ICCPR and ICESCR) and their monitoring mechanisms.
3. Enforcement of human rights norms - United Nations system-Human Rights Council, Security Council; Comparison of universal and regional systems. European Convention system, Inter-American system and the African system
4. Universal nature of human rights and their relation to duties, challenges from advocates of cultural relativists and others

5. Civil Society: Human rights NGOs and other groups and movements

**198. Core Paper-2: RESEARCH METHODS AND LEGAL WRITING**

See paragraph 143 of the Template

**199. Core Paper-3 : DISSERTATION**

**200. Elective Paper-1 : CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS**

1. Historical, philosophical and sociological perspectives of human rights. Conceptual perspectives: Concept of crime and criminal liability, Offences involving human rights, Role of criminal justice system
2. Human rights problems: Police atrocities and accountability, Violence against women and children- Communal violence, Caste and class conflicts - Maintenance of law and order, Terrorism and insurgency
3. Rights of inmates of prison and custodial homes, protection homes, prisons and police lockups, Human rights concerns during incarceration. Kinds of prisoners and their specific human rights concerns - Obligations of courts, police and prison administration. Role of judiciary and human rights bodies in securing rights of prisoners and under trials, Prison Reform Committee and Law Commission reports
4. Right to Fair Trial : Rights of the accuse, witness and victim; Double jeopardy, Self incrimination, Production before the Magistrate, Speedy trial, Legal Aid-Access to justice, Right to compensation. Fairness in criminal justice administration, Judicial approach to human rights and criminal justice, Voyage through Supreme Court decisions.
5. Administration of Criminal Justice: Ordinary courts, Special Court - *Nyaya Panchayats*, District Human Rights Courts, *Khap Panchayats*, Human rights sensitization, Threats to the system.

**201. Elective Paper-2: SCIENCE, TECHNOLOGY AND HUMAN RIGHTS**

See paragraph 149 of the Template

**202. Elective Paper-3: INTERNATIONAL HUMANITARIAN LAW**

See paragraph 152 of the Template

**203. Elective Paper-4: INTERNATIONAL REFUGEE LAW AND INTERNALLY DISPLACED PERSONS**

See paragraph 153 of the Template

**204. Elective Paper-5: WOMEN AND HUMAN RIGHTS**

1. Introduction: Feminist discourses and law - History, evolution and dimensions; Why gendered understanding of law; Women: Possessor of rights; International norms for protection of women
2. Women and the Body: Basic rights over woman's body: Principle of autonomy: Public-private divide; Construction of motherhood: Reproductive rights: Abortion, contraception, sterilization, non-coital reproduction, surrogate motherhood; Sexuality and woman's body: Commodification arguments: Eugenics and the desirable woman; Indian penal laws and construction of reasonable woman
3. Morality, Law & Perception of the Woman's Body: Prostitution and trafficking, pornography, woman in media and motion picture; Sexual harassment at workplace
4. Indian Constitution and Personal Laws: Indian social ethos and the position of women; Fundamental Rights and Directive Principles of State Policy; Quest for Uniform Civil Code; Personal laws of Hindus & Muslims and the position of women
5. Intuitional Mechanisms for Protection of Women- International and National : International instruments - UDHR, ICCPR, ICESCR, CEDAW; Constitutional mechanisms: Three organs (special contribution of the judiciary); Statutory mechanisms: National Commission of Women, State Commission of Women, National and State Human Rights Commissions; Non-Governmental Organization; Social Media

**205. Elective Paper-6: ENVIRONMENT AND HUMAN RIGHTS**

1. An Overview: Environment and human rights: The linkages; Human rights approaches to environment protection; Global perspective on environment: Justifications for

- protection of environment; Historical perspective of environment protection;  
Environment pollution: Kinds, causes and effects
2. Internationa Environmental Law Developments: Conference on Human Environment (1972); World Charter for Nature (1982); Report of Bruntland Commission: Our Common Future (1987); Conference on Environment and Development : Earth Summit (1992); Kyoto Protocol; World Summit on Sustainable Development (2002); G-8 Conference
  3. Environmental Rights and Duties: Human rights perspective; Rights to development; Human rights approaches to sustainable development; Right to wholesome environment: Indian perspective; State obligation to protect environment; Citizen Charter on Environment Protection; Emerging rights and duties
  4. Principles Doctrines and Emerging Threats to Environment: International principles and doctrines and environment protection; Polluter Pays principle; Precautionary principle; Preventive principle; Inter-generational equity principle; Doctrine of Public Trust; Emerging threats and third generation environment and human rights issues; Ozone depletion; Climate change; Transboundary movement of hazardous waste; Bio-diversity conservation.

**206. Elective Paper-7: CHILDREN AND HUMAN RIGHTS**

See paragraph 158 of the Template

**207. Elective Paper-8: WORKING CLASS AND HUMAN RIGHTS**

1. International Labour Organisation (ILO) - Social justice for a fair globalisation- Convention on Social Security Rights Convention 1982, ILO Declaration on Fundamental Principles and rights at work, Conventions ratified by India and relevant constitutional provisions, Employees compensation Act, 1923, Employees State Insurance Act, 1948
2. Minimum Wages Act 1948, Payment of Wages Act 1936
3. Factories Act 1948, Contract Labour (Regulation) Act 1970



4. Bonded Labour (Abolition) Act 1976, Child Labour (Regulation and Abolition) Act, Sexual Harassment of Women at Workplace

**208. Elective Paper-9: SOCIAL MOVEMENT AND HUMAN RIGHTS**

See paragraph 160 of the Template

**209. Elective Paper-10: BUSINESS AND HUMAN RIGHTS**

See paragraph 161 of the Template

**210. Elective Paper-11: MEDIA AND HUMAN RIGHTS**

See paragraph 168 of the Template

**211. Elective Paper-12: MINORITIES AND HUMAN RIGHTS**

See paragraph 164 of the Template

**212. Elective Paper-13: TRADE, DEVELOPMENT AND HUMAN RIGHTS**

See paragraph 166 of the Template

**213. Elective Paper-14: HUMAN RIGHTS AND TERRORISM**

See paragraph 167 of the Template

**214. Elective Paper-15 : HUMAN RIGHTS PROTECTION IN INDIA**

1. Constitution of India and Human Rights and Duties: Constituent Assembly debates on Fundamental Rights, Directive Principles and Fundamental Duties, Problems of choosing "fundamental rights", Problems of defining reasonable restrictions on fundamental rights, International human rights and the Indian Constitution, Fundamental duties of state and citizen: Problems of implementation, Directive Principles of State policy, Interrelationships and tensions inter se
2. Special laws for protection of specific categories/vulnerable sections of people : Reservations and the right to equality; Protection of minorities; Protection of women in private and public domain; Contract and unorganised workers, bonded labour
3. Implementation Mechanisms : Dispute redressal agencies- Judiciary, use of PIL; Alternative dispute redressal (ADR); Consumer fora; National Institutions: SC/ST Commission, Women's Commission, Minorities Commission, Human Rights

- Commissions (National and State), Professional councils like Medical Council of India (MCI), Bar Council of India; NGOs , Social movements and pressure groups working through democratic institutions; Media advocacy, Press Council of India
4. Problems of Enforcement of Human Rights in India : Poverty, illiteracy, inaccessibility of redress and issues of access to justice, Abuse and misuse of power ex. deaths and torture in police custody; Adverse impact of social laws on human rights; Lack of accountability and transparency in government functioning: Right to information; Lack of people's participation in governance, Special prejudices against caste, women and minorities, etc.
  5. State and civil society in India and human rights violations : Human rights violations in private domain: Family, by dominant castes, religious groups, etc.,; Human rights violations in public domain: State, landlords, employers and political parties; Inter caste, inter-community tensions and violence in politics; Inequitable access to natural and material resources

**215. Elective Paper-16: GROSS HUMAN RIGHTS VIOLATIONS, RECONCILIATION AND TRUTH COMMISSION**

1. Concepts of forgiveness, transitional justice, reconciliation, impunity and post conflict justice and reconstruction
2. Gross violations of human rights in the Third World
3. Gross violations of human rights in Latin America: Problems of disappearance, torture, death squads, political violence and repression
4. Case Studies: Human rights violations in Argentina, Brazil, Chile, El Salvador, Honduras, Nicaragua and Uruguay
5. Human Rights Trials in Latin America: Promoting accountability or impunity and reconciliation attempts
6. Human rights violations in South Africa: Apartheid and post apartheid; Truth and Reconciliation Commission, and its impact on post apartheid South Africa
7. Impact of Truth Commissions in transitional societies.

8. Gross violations of human rights in Ethiopia and Uganda

**216. Elective Paper-17: HEALTH AND HUMAN RIGHTS**

See paragraph 163 of the Template

**217. Elective Paper-18 : REGIONAL CONVENTIONS ON HUMAN RIGHTS**

See paragraph 183 of the Template

**218. Elective Paper-19: HUMAN RIGHTS OF DALITS AND TRIBES**

1. Introduction : Philosophical and social perspective on human rights of Dalits and Tribes; Social taboos regarding Dalits and Tribes
2. Role of social reformers: Gandhi Ambedkar and others; Socio-economic thoughts of Marx and Amartya Sen
3. Constitutional Protection : Fundamental Rights, Directive Principles of State Policy, Special protection under Indian Constitution
4. Institutional mechanisms : National Commissions, State Commissions, NGOs, Information media
5. International norms relating to tribal and other Indigenous population

**219. Elective Paper-20: HUMAN RIGHTS LAW AND BASIC NEEDS**

See paragraph 180 of the Template

**6.2.4 FOUR SEMESTER MA IN HUMAN RIGHTS TWO YEAR DEGREE COURSE OF STUDY**

**220. Core Paper-1 : HISTORICAL AND PHILOSOPHICAL PERSPECTIVES ON HUMAN RIGHTS**

1. Basic concepts : Liberty, Freedom, Equality Justice, Individual, State, Human Society: Man and society, civil Society, human values: Universal, cultural, social dignity, humanity, compassion, virtues, moral and ethical traditions and ideas; Concept of security, democracy; Indian concepts: *Dharma*, *Raj Neeti*, *Lok Neeti*, *Danda Neeti*, *Nyaya*, concept of development

2. Philosophical Perspectives : Liberal perspective: Locke, Rousseau, Thomas Paine, J.S. Mill, A.V. Dicey; Marxian perspective: Marx, Gramsci, Ros Luxemburg; Critical theory: Habermas; Feminist perspective; Gandhian perspective *Swaraj*, Ruskin, Thoreau, Tolstoy approaches; Dalit perspective: Phule Narayana Guru, Ambedkar; Amartya Sen: Development as freedom
3. Historical Development: History of human rights civilization, Magna Carta, British Bill of Rights, French and American Declarations, International Bill of Rights, Universal Declaration of Human Rights, 1948.
4. Concept of Rights and Duties: Meaning, nature and definition, Classification of rights- First, Second, Third generation rights, Theories of rights and duties; Natural rights theory; Liberal theory of rights; Legal/positive theory of rights, Marxist theory of rights; Sociological theory of rights; Cultural theory of rights; Modern approaches to rights; Revival of natural rights theory
5. Concept of Human Duties and Responsibilities : (a) Moral/Ethical/ Social/ Economic/ Political; (b) Eternal universal; (c) Traditional/Modern; (d) Co-relationship with human rights; (e) Justification of ethical beliefs and duties; Fundamental principles
6. Rule of Law : Concept, origin and importance; Patterns of rule of law in society; Relation of human rights and good governance; Democracy for human rights

## 221. **Core Paper-2: HUMAN RIGHTS IN INDIA**

1. Evolution of Human Rights : Historical and philosophical foundations of human rights in India, Human rights and social movements of the 19th and early 20th centuries: Reformist and revivalist struggle for human rights during the British rule; Opposition to colonialism and Racialism; Human rights in free India
2. Human Rights and The Indian State - Fundamental Rights and Fundamental Duties in the Constitution of India; Nature and implementation Directive of Principles of State Policy and the protection of human rights: Indian experience, Supreme Court and the fundamental rights –Analysis of major cases on Article 21 and 25
3. National Commissions to Protect Human Rights - NHRC: Composition, powers, functions and role, National Commission on the Scheduled Castes and National

Commission on Scheduled Tribes: Composition, powers, functions and role, National Commission on Minorities: Composition, powers, functions and role.

4. Social Dimensions of Human Rights: Caste conflicts in India and atrocities against Dalits, communal conflicts in India and violation of human rights; Exploitation of children; Child labour; child abuse; and the issue of girl child
5. Contemporary Issues: Human rights and the role of police; Custodial violence, and fake encounters; Terrorism and violations of human rights: Forms and manifestations of terrorism and remedial measures; Right to development in India: Poverty, illiteracy, food security, and the issue of sustainable development
6. Human Rights and Governance: Issue of governance and human security; Violation of civil rights and restrictive Acts : PDA, MISA, NSA and POTA; Indian state, human rights, and the role of judiciary

**222. Core Paper-3: RESEARCH METHODS AND REPORT WRITING**

See paragraph 143 of the Template

**223. Core Paper-4 : DISSERTATION**

**224. Elective Paper-1: CRIMINAL JUSTICE SYSTEM AND HUMAN RIGHTS**

See paragraph 145 of the Template

**225. Elective Paper-2: SCIENCE, TECHNOLOGY AND HUMAN RIGHTS**

See paragraph 149 of the Template

**226. Elective Paper-3 : WOMEN AND HUMAN RIGHTS**

1. Introduction : Gender discrimination as a universal phenomenon; Gender equality and gender justice; Struggle for gender justice
2. Women's Rights in India : Pre-independence era –Status of women in India; Indian Constitution and status of women; Issues and problems of Indian women (political and economic marginalisation)

3. Crimes Against Women : Domestic violence in India: Causes and kinds; Protection Against Domestic Violence Act (PWDVA), 2005: Provisions and implementation; Dowry harassment/deaths: Causes; Dowry Prohibition Act – its provisions and implementation; Sexual harassment at work place: Causes and kinds; Vishakha guidelines

**227. Elective Paper-4: DISABLED PERSONS AND HUMAN RIGHTS AND DUTIES**

See paragraph 156 of the Template

**228. Elective Paper-5: ENVIRONMENT AND HUMAN RIGHTS**

See paragraph 157 of the Template

**229. Elective Paper -6: PROTECTION OF REFUGEES AND INTERNALLY DISPLACED PERSONS**

1. Definition and Determination of Refugee Status: Definition - Refugees defined in international and regional Instruments; Determination of refugee status; Loss and denial of refugee status - Cessation of refugee protection; Exclusion from refugee status, Refugee women - Problem of determination of refugee status; Problems in protection
2. Protection of refugees in international law: Non-refoulement - Meaning and evolution, scope and content, Rights and duties - Criteria of entitlement; General contents of refugee rights and standard of treatment; Duties of refugee; Durable solution - Resettlement, local integration and voluntary repatriation
3. UNHCR, IDPs and Refugees In India : Office of the United Nations High Commissioner for Refugees (UNHCR) - Structure, mandate and role, Internally Displaced Persons (IDPs) - Definition, Refugees and IDPs distinguished; Need for a separate instrument; Guiding Principles on internal displacements, Refugee protection in India: Law and practice

**230. Elective Paper -7: RIGHTS OF CHILDREN: GLOBAL AND NATIONAL PERSPECTIVES**

1. An Overview and the International Norms: Definition of a child, and the history of child rights; UN Convention on the Rights of the Child: Provisions and analysis; Monitoring mechanism: Committee on the Rights of the Child
2. Child Abuses: Child Labour: Laws prohibiting and regulating child labour at National and International level; Child Trafficking and abduction; Child Marriage: Laws to prevent Child Marriages
3. Child Rights in India: Constitutional and statutory provisions for the Children; National Commission for Protection of Child Rights; Structure and functions; Role of NGOs, media and the education in safeguarding the child rights

**231. Elective Paper -8: WORKING CLASS AND HUMAN RIGHTS**

See paragraph 159 of the Template

**232. Elective Paper -9: SOCIAL MOVEMENT IN INDIA AND HUMAN RIGHTS**

1. Conceptual Perspectives : The concept of social Movements: History, Definition and role of social movements; Types and kinds; objectives of Social Movements; Ideology and Organization of Social Movements
2. Socio-Religious and Political Movements : Brahmo Samaj and Arya Samaj Movements; Dalit Movements: Role of Phule, Narayan Guru and Ambedkar; Naxalite Movements and Sarvodaya Movements
3. Ecological and Environmental Movements : Chipko Movement, Narmada Movement, Role of Judiciary to protect environment: PILs on Environmental Rights

**233. Elective Paper -10: BUSINESS AND HUMAN RIGHTS**

See paragraph 161 of the Template

**234. Elective Paper -11: GROSS HUMAN RIGHTS VIOLATIONS, RECONCILIATION AND TRUTH COMMISSION**

See paragraph 215 of the Template

### 235. Elective Paper -12: MEDIA AND HUMAN RIGHTS

See paragraph 168 of the Template

### 236. Elective Paper -13: MINORITIES AND HUMAN RIGHTS

1. Concept and History of Minority Rights : Problem of Defining the Term 'Minority' in international law; Meaning of 'Ethnicity', 'Religion', and 'Language' in the context of minority rights; Problem of individual vs. collective rights; Justifications for minority rights; Protection of minorities under the League of Nations: Characteristics, weaknesses and achievements
2. Protection under the UN : Minorities and the right to physical existence in international law, Main features of the Convention on the Prevention and Punishment of Crime Genocide 1948; UN Sub-Commission on the Prevention of Discrimination and the Protection of Minorities: Evaluation of its working; Minority rights under the UN; Protection under the ICCPR; Nature and scope of Article 27
3. Major Instruments : UN Declaration on Rights of Persons Belonging to Minorities 1992: Background, analysis and observations; Protection of minorities in Europe, Council of Europe's Framework Convention for the Protection of National Minorities 1994: Provisions and implementation mechanism; Rights of indigenous peoples: UN Declaration on the Rights of Indigenous Peoples 2007: History, provisions, and prospects.
4. Minority Rights in India: Constituent Assembly of India and the rights of minorities: Debates on drafting minority rights in the Constitution; Freedom of religion: Constitutional precepts and the judicial response, conversion and freedom of religion; Right to establish and administer educational institutions: Scope and state's regulatory power
5. Major Issues Concerning Minorities and The NCM: Linguistic minorities: Constitutional safeguards; Language and politics: Status of Urdu in India; Plight of education among Indian muslims: Problems and prospects; Communal violence in India: Role of police and paramilitary forces; Ways to combat communalism; National Commission on Minorities: Powers, functions and role; Working of NCM



**237. Elective Paper -14: TRADE, DEVELOPMENT AND HUMAN RIGHTS**

See paragraph 166 of the Template

**238. Elective Paper -15: HUMAN RIGHTS AND TERRORISM**

See paragraph 167 of the Template

**239. Elective Paper -16: HUMAN RIGHTS IN RELIGIOUS AND CULTURAL TRADITIONS**

See paragraph 190 of the Template

**240. Elective Paper -17 : HUMAN RIGHTS OF DALITS AND TRIBES**

See paragraph 218 of the Template

**241. Elective Paper -18 : INTERNATIONAL HUMAN RIGHTS**

1. International Bill of Human Rights: UN Charter and the Universal Declaration of Human Rights: Drafting history, philosophy and significance; International Covenant on Civil and Political Rights: Provisions, implementational mechanisms and impact; International Covenant on Economic, Social and Cultural Rights: Provisions Implementation mechanisms and impact
2. Major UN Human Rights Conventions: Convention on the Elimination of All Forms of Racial Discrimination: Provisions, implementational mechanisms and impact; Convention against Torture: Provisions and implementation; Convention on the Rights of Disabled Persons: Provisions and implementation

**242. Elective Paper -19 : HUMAN RIGHTS AND GOOD GOVERNANCE**

1. Good governance and human rights: Concept and dimensions
2. Democracy, rule of law/ accountability /transparency; equity, people's participation, inclusiveness, fairness; institutional responsiveness; combating corruption;
3. Sustainable development, human rights and good governance
4. Indian legal education and legal profession: Keeping pace with globalization
5. Steps towards globalization in developing countries like India with special reference to economic advancement; WTO and Agriculture: Challenges and opportunities for India

6. TRIPS regime and challenges to geographical Indications
7. Human rights and good governance
8. Good governance: Human rights perspective in India
9. Human rights and good governance vis-a-vis poverty
10. Good governance and human rights globalization and children: Reconciling the irreconcilable

**243. Elective Paper -20 : REGIONAL CONVENTIONS ON HUMAN RIGHTS**

See paragraph 183 of the Template

## 6.3 REFERENCES:

### 6.3.1 LLM IN HUMAN RIGHTS AND DUTIES EDUCATION (TWO YEAR – FOUR SEMESTER)

#### 244. Human Rights and Duties Jurisprudence

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Rama Jois, *Human Rights: Bharatiya value*, (1998)

John Finnis, *Natural Law and Natural Rights*, (1980)

Julius Stone, *Human Law and Human Justice*, (2000), Universal, New Delhi

#### 245. Human Duties, Responsibilities and its Effectuation

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#### 246. Research Methodology and Legal Writing

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249. **Emerging Dimensions of Human Rights and Duties**

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250. **International Human Rights Law**

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251. **Societal Issues of Human Rights in India**  
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Adwin W. Patterson, *Law in a Scientific Age*  
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**272. Constitutional Law of India : New Challenges**

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274. **Research Methodology and Legal Writing**  
See paragraph 246 of the Template
275. **Dissertation**
276. **Criminal Justice System and Human Rights**  
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277. **International Human Rights Law**  
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278. **Enforcement Mechanisms of Human Rights**  
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279. **Human Rights and Constitutional Governance**  
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280. **International Humanitarian Law**  
See paragraph 255 of the Template
281. **International Refugee Law and Internally Displaced Persons**  
See paragraph 256 of the Template



282. **Media and Human Rights**  
See paragraph 271 of the Template
283. **Human Rights Law and Basic Needs**  
(To be added later)
284. **Women and Human Rights**  
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285. **Science, Technology and Human Rights**  
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286. **Regional Conventions on Human Rights**  
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287. **Social Movement and Human Rights**

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288. **Business and Human Rights**

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289. **Trade, Development and Human Rights**

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290. **LGBTQ and Human Rights**

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291. **Environment and Human Rights**

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292. **Human Rights, Equality and Inclusion (Vulnerable Groups – SC, ST, OBC, Disabled, Elderly Persons, Minorities and Workers)**

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295. **Health and Human Rights**

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296. **Children and Human Rights**

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297. **Human Rights and Terrorism**

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298. **Human Rights and Sports Law**

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Rajkumar C., *Corruption and Good Governance*

### **6.3.3 LLM IN HUMAN RIGHTS (ONE YEAR STUDY COURSE)**

#### **300. International Human Rights Law**

See paragraph 250 of the Template

#### **301. Research Methods and Legal Writing**

See paragraph 246 of the Template

#### **302. Dissertation**

#### **303. Criminal Justice System and Human Rights**

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#### **304. Science, Technology and Human Rights**

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#### **305. International Humanitarian Law**

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#### **306. International Refugee Law and Internally Displaced Persons**

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#### **307. Women and Human Rights**

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#### **308. Environment and Human Rights**

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#### **309. Children and Human Rights**

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310. **Working Class and Human Rights**

(To be added later)

311. **Social Movement and Human Rights**

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312. **Business and Human Rights**

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313. **Media and Human Rights**

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314. **Minorities and Human Rights**

See paragraph 267 of the Template

315. **Trade, Development and Human Rights**

See paragraph 269 of the Template

316. **Human Rights and Terrorism**

See paragraph 270 of the Template

317. **Human Rights Protection in India**

(To be added later)

318. **Gross Human Rights Violations, Reconciliation and Truth Commission**

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**319. Health and Human Rights**

See paragraph 266 of the Template

**320. Regional Conventions on Human Rights**

See paragraph 286 of the Template

**321. Human Rights of Dalits and Tribes**

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See paragraph 283 of the Template

**6.3.4 MA IN HUMAN RIGHTS (TWO YEAR STUDY COURSE)**

**322. Historical and Philosophical Perspectives on Human Rights**

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323. **Human Rights in India**

See paragraph 254 of the Template

324. **Research Methods and Report Writing**

See paragraph 246 of the Template

325. **Dissertation**

See paragraph 247 of the Template

326. **Criminal Justice System and Human Rights**

See paragraph 248 of the Template

327. **Science, Technology and Human Rights**

- See paragraph 252 of the Template
328. **Women and Human Rights**  
See paragraph 257 of the Template
329. **Disabled Persons and Human Rights and Duties**  
See paragraph 259 of the Template
330. **Environment and Human Rights**  
See paragraph 260 of the Template
331. **Protection of Refugees and Internally Displaced Persons**  
See paragraph 256 of the Template
332. **Rights of Children: Global and National Perspectives**  
See paragraph 261 of the Template
333. **Working Class and Human Rights**  
See paragraph 262 of the Template
334. **Social Movement in India and Human Rights**  
See paragraph 263 of the Template
335. **Business and Human Rights**  
See paragraph 264 of the Template
336. **Gross Human Rights Violations, Reconciliation and Truth Commission**  
See paragraph 318 of the Template
337. **Media and Human Rights**  
See paragraph 271 of the Template
338. **Minorities and Human Rights**  
See paragraph 267 of the Template
339. **Trade, Development and Human Rights**  
See paragraph 269 of the Template
340. **Human Rights and Terrorism**  
See paragraph 270 of the Template
341. **Human Rights in Religious and Cultural Traditions**  
See paragraph 293 of the Template
342. **Human Rights of Dalits and Tribes**

See paragraph 321 of the Template

343. **International Human Rights**

See paragraph 250 of the Template

344. **Human Rights and Good Governance**

See paragraph 279 of the Template

345. **Regional Conventions on Human Rights**

See paragraph 286 of the Template

## **7. TEACHING - LEARNING PROCESS**

346. Teaching and learning is correlated. Learning is a process in which the student plays a crucial role. It is important that teacher pays attention to what the student does on his own, and with other students, with the received information. Teaching - learning process is aimed at capacitating learners to achieve the determined learning results corresponding to the courses of programmes.
347. Key outcomes of teaching-learning process will be subject related competences. The true importance lies in the implications a competence-based approach has for teaching and learning. In other words, appropriate modes of teaching - learning activities foster competences in terms of knowledge, understanding, skills, and assessment of these competences. This wide definition relates directly to the teaching - learning activities which enable students to achieve this competence to solve problems, another highly ranked generic competence incapacitating them to understand, evaluate und assess information collected, interpreted and the main issues identified. It demands logical thinking, using the key assumptions of the relevant subject area and even its development further by research.
348. In the traditional pedagogy, the students want to complete the course and memorize the information necessary for the assessments. They often fail to distinguish principles and tend to limit their knowledge to some basic elements. They often use previous examinations to predict questions and try to organize time and effort to obtain the highest possible grades. Some students are not interested in learning the course content, they simply want to get degree. Others are dependent on what the teachers say and show little intellectual curiosity and learn only what is required. The most teaching style in the traditional pedagogy is the transmission of content. The student is a passive recipient of information and the teacher has control over the environment, the content and the timing.
349. On the other hand, teaching - learning process in the LOCF is addressed to motivating students to learn and spontaneously do exercise and interact with the content, so that they relate new ideas to previous knowledge. The concepts are related to everyday experience and evidence to conclusions. In the end, they have a good understanding of logic of the arguments that is formulated in class. It is important that teacher realises the different learning styles of students in order to create a constructive, appropriate and stimulating learning environment

in the class. Students tend to participate more because they are collaborative and feel that they can learn most by sharing ideas and expertise. The objective of a teacher is to create a context that fosters dialogue and participation of all. A teacher plays a fundamental role as facilitator to make sure that shy or less motivated students end up participating too. On the basis of what skills students need, the teacher uses various teaching methods instead of single protocol. Students become much more motivated to actively participate in the course as they are asked to construct knowledge on their own, or in team, during the course. They are thereby forced to shift from a surface learning of the traditional pedagogy to a deep learning approach with skill enhancement ability of LOCF pedagogy.

350. Student develops the capacity for analysis and synthesis through:

- (a) formulating ideas of a concept as a result of the reading, researching, discussing and brainstorming in highly specific, subject-focused work, either academically and professionally oriented;
- (b) learning to describe objectively, categorize, relate categories;
- (c) making independent autonomous interpretations, evaluations, distinctions and differentiation and sharing insights from learning through debates, by writing dissertations or theses;
- (d) becoming aware of their own, and challenging others, taken-for-granted assumptions;
- (e) revealing links between contemporary concepts;
- (f) quantifying information;
- (g) applying relevant theory to source material;
- (h) incorporating new conclusions into existing knowledge;
- (i) placing specific events and/or problems into wider contexts; and
- (j) giving proof and / counter examples.

351. One way of gaining some insights into teaching - learning outcomes is to look at what learning activities students do in a programme of study. There are opportunities for practice by exercise of various types, practical classes, lecture sessions, seminars, field work, and study visits. This competence can be best developed by doing a project or writing a thesis.

Considering that ability enhancement compulsory course (AECC) is already covered in all the undergraduate studies, the teaching - learning process in postgraduate education in Human Rights largely focuses on enhancement of skill ability by -

- (a) project work with PPT presentation;
- (b) case law study;
- (c) research-based empirical study for contextual understanding, and reflective analysis;
- (d) different approaches, perspectives and models towards human right awareness;
- (e) advocacy tools and techniques to human rights abuses; and
- (f) use of ICT tools for case law and grassroot realities in local, global and international contexts.

352. Student identifies a number of ways by which competence is achieved, such as, feeling more competent and confident to put forward an opinion; being able to relate research findings to theory and their own circumstances; having no problems in writing essays and reports on findings from reading and research; feeling free and able to criticise or critically evaluate presentations, reports of others; and feeling more comfortable in receiving criticism themselves.

353. The result-based method, especially in the frame of Master's programme in Human Rights, expects an important change from teacher-centric to learner-centric education, and from passive to participatory instructions. Preparation for teaching comes to be crucial. Practical abilities, together with realization of interconnection between theory and experimentation, makes up a significant phase of the teaching-learning method. Teaching plans, directed by such a framework, consist of lectures assisted by tutorials; field-based education; use of prescribed reading materials and other self-study materials; open-ended project work, some of which may be team-based; activities conceived to serve the development of subject related abilities; internship and visits to field sites, and other research means.



## **8. ASSESSMENT METHODS**

354. Assessment is part of the curriculum. The qualification descriptors set out the broad level of skills and competencies the postgraduate students are expected to achieve. Programmes are to assess not only academic skills but also other skills and attributes. For the desired learning outcomes of LOCF to be achieved, it needs to be compatible with eventual student learning needs. Assessment is at the base of the curriculum planning. It impinges directly upon learning outcomes. This signifies the strong influence which assessment has upon actual learning outcomes. Further, Masters degrees include research papers, leading to the production of the dissertation.
355. The assessment needs to be consistent with the aims towards active learning and teaching for understanding. There needs to be compatibility between assessment and teaching approaches in class. If there is inconsistency such teaching approaches are undermined. The implication is that assessment needs to be carefully designed to encourage the desired type of learning. Students practise the type of learning they perceive the assessment needs. If this is not consistent with the aims, they will not be achieved. Students tend to be assessment-driven. Students are to develop intellectual capabilities through practising them. The assessment, therefore, requires them to deploy the capabilities to complete the assessments.

### **8.1 Authentic assessment**

356. A significant part of the assessment method in the LOCF relates closely to the eventual professional role. Assessment commonly tests knowledge of a discipline rather than the practice of the discipline. Examinations are not strongly favoured. While some consider the use of examinations as a major part of the assessment in the course and a positive light, there are, on the contrary, reservations about examinations. Unfortunately, we rely on examinations a lot. Examinations are still a substantial part of assessment. The University has assessment procedure, which recommends that a certain percentage of the grade has to come from examinations. Since the aim of a course in LOCF is to develop analytical ability in students some, of the learning activities should involve practice in analysis. Accordingly the assessment should also be analysis-based. The gradings should reflect the level of analytical ability. Entire course will not be written examination only. Students should be

asked to do projects. They have to do some analysis in their projects. Then it is to be examined whether the analysis is in-depth and if the student is able to identify the problem. All these show how much a student has learnt. Therefore, the grade reflects how much students have learnt, and their analytical ability.

## **8.2 Reflecting application of theory**

357. Some courses teach a number of theories. A good way to test understanding is to set assignments requiring students to apply theories to situations they are familiar with by reflecting on their own experience. An example of assessment require students to make use of theories they have been taught in analysing situations they are familiar with. They can pick any event which is going on in the world today, and to use some of the theories to explain it. That gets students to think for themselves with any event or any personal interaction. That makes the theories not abstract but directly explicit to people's life.

## **8.3 Variety of assessment**

358. Achieving consistency between desired outcomes and assessment often implies a range of assessment items. Most courses have a number of aims and it can often be hard to devise a single item or type of assessment which tests all of the significant aims. In these cases it is preferable to have several items of assessment of different types. For students to practise each of them, the assessment needs to take a variety of forms to provide a genuine assessment of the capabilities: such as oral examination; hypothetical at problems in question paper; and written examination, which in particular is divided into multiple choices, essays, short questions and so forth.
359. Asking students to demonstrate the application of learning theories in term papers is important. Small exercises may be assigned such as students to select two articles distributed in class and express their understanding. For in-class activities, students can use some topics discussed in class as a base for reflection. Students can be creative in showing their reflection. Programmes permit students a significant degree of freedom in choosing an assignment topic. This allows the students to select an area of interest and explore it in depth. By requiring students to set their own topic they become practised in dealing with ill-defined problems and are required to display self-managed learning.

A variety of assessment methods that are appropriate to a given programme of study will be used to assess progress towards the programme learning outcomes. Priority will be accorded to formative assessment. Progress towards achievement of learning outcomes will be assessed using the following time constrained examinations; closed-book and open-book tests; problem-based assignment; observation of practical skills; individual project reports (Case study report); team project reports; seminar presentation; *viva voce*; and other pedagogic approaches as per the context.

## **9. KEY WORDS**

1. Human rights protection
2. Promotion of human rights
3. Fundamental freedoms
4. Human Rights
5. Human duties
6. Human Responsibility
7. Culture of human rights
8. Humanity
9. Human Dignity
10. Fundamental Duties
11. Compassion
12. International human rights norms
13. Social Justice
14. Equality, Liberty and Fraternity
15. Women's Rights
16. Rights of the Child
17. Worker's Rights
18. Human Rights Advocacy
19. Dissemination of Human Rights
20. Human Rights Education
21. Regional Perspectives
22. Enforcement Mechanism
22. Criminal Justice System

23. State Obligation
24. Philosophical Foundation of Human Rights
25. Implementation of human rights
26. Constitutional remedies
27. Socially and economically disadvantaged persons
28. Vulnerable groups
28. Social inclusion
29. Constitutional vision of justice
30. Humanitarianism